

High School Course Articulation Agreement

This agreement enables students to receive credit and/or waive prerequisites for coursework at the secondary level comparable to courses offered by Cogswell Polytechnical College (Cogswell College). Course Articulation is based upon achievement of competencies through a course, or courses, as defined herein, which specifies and conditions of the course's articulation agreement.

To be considered for transfer, a course must be successfully completed with a grade of 'B' or better to receive college credits. This agreement shall remain in force for one (1) year wherein it will be reviewed for renewal every two (2) years and/or upon significant changes to either course(s). This review will include an examination of up-to-date course outlines and discussion of current teaching methodologies and stated competencies.

Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Articulation Officer at Cogswell College or the high school official or ROP educational institution.

Cogswell College 191 Baypointe Parkway San Jose, CA 95134	High School/ROP Tri Valley ROP 1040 Florence Rd Livermore, CA 94550
Cogswell College Course Title: DAA106 Digital Imaging Concepts	Course Name: Animation and Motion Graphics 1
Course Description: Animation and Motion Graphics 1 introduces students to the art and technical skills involved in the creation of pieces of 2D and 3D animation. Students cover the background of animation, covering such topics as the 9 Old Men, prominent animation films and directors, and the growth of Anime. Through the course of the class, students learn to use multiple pieces of software including Maya, Toonboom, and Photoshop. Work produced in this class will communicate a clear development of mastery applying all relevant artistic theory such as color, composition, cinematography, elements of art and principle of design. The class assignments are designed to teach and practice their theoretical knowledge but develop their understanding of the methodology they use in their assignments. The project based learning lab environment challenges students to sharpen skills such as goal and time management as well as critical thinking. Within such an environment, students are expected to be engaged, self-directed learners. Student's assignments require them to work well both as an individual as well as within a team. Students offer and receive critiques from peers in addition to being self-reflective with their work.	
College Credits: 3	HS/ROP Credits/Hours: 10
College Prerequisite(s): ART100	HS/ROP Prerequisite(s): N/A
HS/ROP Teacher Credentials/Experience: Bachelor's Degree – Applied Science (Video Game Design) from Ex'pression College for Digital Art, 2012	

HIGH SCHOOL DISTRICT/ROP SIGNATURE

Teacher/Representative

Date

Heather Morelli

Heather Morelli (Apr 11, 2017)

Program Coordinator

Date

Note: This agreement must be resigned every two years or sooner if curriculum is changes by either HS teacher or the College.

COLLEGE SIGNATURES

Faculty (optional)

Monica Cappiello

Monica Cappiello (Apr 11, 2017)

Date

Program Director/Chair

David Noriega

David Noriega (Apr 11, 2017)

Date

Articulation Officer

Date

HS/ROP Course Content (Course Outline):

Course Goals:

Animation and Motion Graphics develops a student's proficiency with Adobe Photoshop, Autodesk Maya, and ToonBoom Harmony. They will clearly demonstrate mastery of theoretical concepts in their work such as color theory, elements of art, cinematography, and the 12 principles of Animation.

Instructional Strategies:

Students will receive instruction via lecture and live demonstration digitally, transmitted directly to their workstation. All instructional material is recorded and uploaded to YouTube afterward for student review.

Worksheets, project descriptions, and rubrics are provided to all students via Google Classroom, allowing for group collaboration as well as paperless transmission of their work between the home and classroom.

Students will work on individual and group projects, with requirements for both peer and self-review. These projects will require student leadership and organization of pre-production concepts into a coherent production pipeline for the project.

Students will experience Field Trips, Job Shadows, and/or Guest Speakers will expose students to realities of industry and allow for feedback from industry professionals or mentorships.

<p>Introduction to Artistic Concepts</p> <p>Unit 1 is for explaining the foundational theories we use working within the art field. While working in the lab, students will learn how to operate and respect the macs and the Wacom tablets. Students will be required to learn and define the various terms and reasonable application of related to:</p> <ul style="list-style-type: none"> - Elements of Art - Principles of Design - Color Theory 	<ul style="list-style-type: none"> - Internet Scavenger Hunts – While exploring the new concepts introduced in this unit, students will be asked to find and explain examples of the relevant theoretical concept we are exploring at that time. Examples would include finding a photo with a complimentary color scheme, or strongly presents the usage of line within the artwork. - Photoshoots – Students will be required to recreate existing famous images with Photography. They will be expected to know about the different theoretical concepts at play in the original as well as their recreation. - Student Presentations – Students will explore various time periods in Art History. They will then condense their findings into a Photoshop poster which they will present to the class.
<p>Pre-Production and the Foundations of Animation</p> <p>Unit 2 prepares the class for creating their own artistic works by exploring and analyzing the work of past masters of animation. Students will be expected to learn each of the 12 Principles of Animation and recognize their application in professional work. Then, students will be introduced to crucial elements of pre-production by creating screenplays and storyboards, implementing concepts such as cinematography or image composition, along with other relevant art principles.</p>	<ul style="list-style-type: none"> - Principles in Action List: Students will review animation series, and provide links to examples of the principles of animation being used, with complete explanations of how it contributes to the scene. - Animation Breakdown: Students will pick a specific episode of an animated series to dissect, discussing ideas such as the script pacing, elements of storytelling, the relevant theories of art at work, and the principles of animation. - Animation and Society Breakdown: After watching <i>Wall-E</i> and <i>Princess Mononoke</i>, Student will write a response that explores the many ideas and themes raised in both films, framed in the context of the times in which they were created. They must also discuss the differences in the technology used to create the works, as well as the changes to the methods of animation from the time of <i>Princess Mononoke</i>.

	<ul style="list-style-type: none"> - Screenplay Breakdown: Students will recreate a Screenplay from a chosen episode of an anime, following the standard rules and formatting for scriptwriting. - Storyboard Rewrite: After watching a provided animation, students will recreate storyboards for that scene. Students will be instructed to follow the scene's mood, but to recreate it using new choices for shot types and angles.
Introduction to 2D Animation in ToonBoom Harmony	<p>Note: Each Assignment below includes a written submission, detailing how the 12 principles are expressed within their work.</p> <ul style="list-style-type: none"> - A Tale of Two Ball Bounces – Students will create a series of Ball Bounces that represent two extremes in mass for a falling object: a bowling ball and a tennis ball. - Standard Walk Cycle – Following Richard Williams reference, students will generate a standard walking animation for a stick figure character. - Ministry of Silly Walk Cycles – Students will be required to tape themselves or a peer doing a non-standard form of walking, such as a crab walk. Then, students will utilize the reference footage in order to generate a matching walk cycle. - Mario Walk – Students will recreate the famous Nintendo character Mario along with Mario themed props and backgrounds. Then, they will follow historical NES reference to create their own version of Mario jumping and opening a ? block. - Secondary Action in Action – Students will create a walk cycle with a custom designed, non-stick figure character. They must then develop a background with ongoing secondary action to continue behind the loop.
Animation in Action	<ul style="list-style-type: none"> - 5 Second Film – Students will create a short 5 second scene, demonstrating a clear understanding of each of the 12 Principles within a simple, dialogue-free story. - Campaign Promise – Students will create an animated mock campaign advertisement, drawing reference from both current and past campaign messaging material. Their work should present a pressing issue in our world, complete with info to back it up. Then, they will lipsync a character to say they “Approve this Message”. - Grady the Gael Group Project – Students will be split into groups in order to design an animated message based on the branding of the school mascot, Grady the Gael. Students assign a director and discuss jobs within the group. Then, after pre-production planning, they must present their work to the customers, which in this case are the school principals. After review and approval, students will create their product. - 30 Second Story Group Project – Students will select group members to form 4 teams. Each team will generate several concepts for stories they can tell within 30 seconds. After approval of their pre-production work, they will create a production schedule and be held to it. - Individual Project – Students develop a concept of their own, and execute within a week while following the production pipeline.
Introduction to 3D Animation in Autodesk Maya	<ul style="list-style-type: none"> - Prop Practice – Students will use basic geometric modeling techniques in Maya to create various simple objects, such as a crate or barrel.



	<ul style="list-style-type: none"> - 3D Walk Cycle – Students apply the principles of animation and the concepts learned in 2D to create a walk cycle for a provided 3D rig in Maya. - 3D Lip Sync – Pick a piece of audio from a movie or song, and then move lips of the character to match the audio clip. Afterwards, the students will add additional action in the character while delivering the line, although the students may choose different actions than the referenced movie. - Animation Olympics – Students will select an Olympic sport and research the sport. After presenting about the sport, students will complete an animation that matches proper form for an Olympic athlete. Students will compete as groups for votes on best animated Olympic event. - One versus One group project – With a partner, students will develop a concept for a two person dialogue or action scene. Then, after approved pre-production work, students will create a production schedule and meet their deadlines as they create their work.
End of Year Portfolio Building	<ul style="list-style-type: none"> - 2D Individual Final – Students will develop a concept for them to complete in ToonBoom as 2D animation on their own. After approved pre-production, students will set a production schedule they will meet as they produce their work. - 3D Individual Final – Students will develop a concept for them to complete in Maya as 3D animation on their own. After approved pre-production, students will set a production schedule they will meet as they produce their work. - Small Group Project Final – In teams of up to 4, students will develop a concept for them to complete in either 2D or 3D, up to 30 seconds. After approved pre-production, students will set a production schedule they will meet as they produce their work. - Portfolio Review – Students will create a digital Google Site, complete with a resume along with examples of their work. They will be required to write responses for each work, assessing its application of artistic concepts we have learned throughout the year. Each student will be required to pick one of their animations to represent their understanding and use of the principles.
<p>Competencies and Skill Requirement - <i>At the conclusion of this course, the student should be able to:</i></p> <p>Understand Photoshop's usage as a tool for illustration as well as complex image editing.</p> <p>Understand and Apply Theory: Color Theory, Principles of Animation, Elements of Art and Design</p> <p>Create characters and assets for animation within a 2D animation program</p> <p>Use basic Maya skills to animate a provided 3D rig</p>	
<p>Measurement Methods (Projects, Written Assignments, Objective Examinations, Problem Solving Exercises, Skills Demonstration, Final Examination, Short Quizzes, Essay Examinations, Special Web Page Projects):</p> <p>Project Based Learning, Problem Solving Exercises, Skills Demo, Written Assignments</p>	

**Sample Textbooks or Other Support Materials (including software):**

Adobe Photoshop

Toonboom Harmony Essentials

Autodesk Maya

College Use Only

Recommendations/Requirements: The College Digital Art and Animation Department recommends that students provide an admission portfolio with student's projects from Tri Valley ROP's Animation and Motion Graphics 1 course. A credit by examination, proctored by a staff member of Cogswell, will be required which will consist of a multiple choice exam and art test. Upon successful completion of the listed criteria the College will award credit for DAA106 Digital Imaging Concepts.