# 2D Animation Course No. 10202 Credit: 1.0

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes: **Media Design and Communications (11.0801);** Business Management & Entrepreneurship (52.0799); Marketing (52.1402)

Course Description: **Technical Level:** The 2D Animation course provide students with the opportunity to explore and produce visual imagery and graphics to communicate information and ideas to multiple audiences. This course uses a variety of media and formats for various fields, such as advertising, TV/Video, and the web.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

**ADVANCED COMPETENCY - \***

## Benchmark 1: ANIMATION BASICS

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Demonstrate an understanding of solid drawing principles by drawing objects as a collection of simple geometric solids: cubes, spheres, cones, cylinders. |  |
| 1.2 | Understand and apply the 12 principles of animation (e.g., Squash and Stretch, Anticipation, Staging, Straight Ahead and Pose-to-Pose, Exaggeration, Follow Through and Overlapping Action, Timing, Slow in and slow out, Arc, Secondary Action, Solid Drawing, & Appeal). |  |
| 1.3 | Animate a ball bouncing in a continuous loop from a series of 2D drawings. |  |
| 1.4 | Add squash and stretch to a bouncing ball to emphasize it's motion. |  |
| 1.5 | Use timing and spacing to animate the motion of objects of varying types. |  |
| 1.6 | \*Animate objects of different kinds falling in physically plausable ways. |  |
| 1.7 | \*Animate a series of physical and mechanical actions in sequence. |  |

## Benchmark 2: SOFTWARE PROFICIENCY

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Introduce 2D animation software, such as Adobe Animate, Toon Boom Harmony, and OpenToonz. Students should learn the basic functionalities of the software and how to create simple animations.  |  |
| 2.2 | Use animation software to sequence a set of drawings into an animation. |  |

## Benchmark 3: TIMING AND SPACING

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Animate a simple flour sack character performing a series of actions. |  |
| 3.2 | Add intention to an animated character using anticipation. |  |
| 3.3 | Show how arcs are used to make the motion of an action more appealing. |  |
| 3.4 | Animate a character performing a repeating cycle such as walking. |  |
| 3.5 | Apply different timing and spacing to a character's action to alter the quality of its motion. |  |
| 3.6 | Draw a timing chart to plan the timing of a simple character action. |  |
| 3.7 | Add breakdowns and in-betweens to a set of key frames to produce smooth motion. |  |
| 3.8 | \* Manipulating timing and spacing for comedic or dramatic effect. |  |

## Benchmark 4: STORYBOARDING

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Explain storyboarding as the process of planning out an animation shot-by-shot. |  |
| 4.2 | Plan an animated sequence by creating a set of clear storyboard drawings describing the intended action and camera angles. |  |
| 4.3 | Translate storyboard drawings into a set of animation keyframe drawings. |  |

## Benchmark 5: ANIMATION CLEAN-UP

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Create a set of cleanup drawings from rough animation keyframes, breakdowns, and inbetweens. |  |
| 5.2 | Add color to a set of cleanup drawings to produce a finished animated sequence. |  |

## Benchmark 6: 2D CHARACTER DESIGN

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | \*Emphsaize character design by creating characters that are visually appealing, memorable, and reflect their personalities. |  |
| 6.2 | \*Design characters for different animation styles and genres. |  |
| 6.3 | \*Create original and expressive characters suitable for animation |  |
| 6.4 | \*Understand character anatomy and proportions. |  |
| 6.5 | Emphsaize character design by creating characters that are visually appealing, memorable, and reflect their personalities. |  |

## Benchmark 7: Scene Composition

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 7.1 | Design backgrounds and environments that complement the animation. |  |
| 7.2 | Incorporate perspective and depth into scenes. |  |

## Benchmark 8: Frame-by-Frame Animation

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 8.1 | Sequence a set of 2D drawings as frames into an animation. |  |
| 8.2 | Copy and alter a frame drawing using onion skins or a light table to cause an animated change. |  |
| 8.3 | Animate a sequence pose to pose and straight ahead. |  |

## Benchmark 9: Lip Syncing & Sound

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 9.1 | \*Demonstrate an understanding of phonetics and how they relate to mouth shapes. |  |
| 9.2 | \*Design a set of mouth shapes for a character. |  |
| 9.3 | \*Sync character lip movements with dialogue audio. |  |

## Benchmark 10: Animation Techniques

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 10.1 | \*Use a camera, objects, and software to combine a series of photographs into a stop motion animation. |  |
| 10.2 | \*Experiment with different animation styles, such as traditional animation, cut-out animation, and stop-motion animation. |  |
| 10.3 | \*Understand the ways that visual effects can add depth and realism to an animation (i.e. create basic visual effects, such as smoke, fire, and explosions). |  |
| 10.4 | \*Specialize in a particular area of 2D animation, such as character animation, effects animation, or background design. |  |

## Benchmark 11: Professional Workflow

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 11.1 | \*Learn about the professional workflow for 2D animation, including how to collaborate with other artists, meet deadlines, and prepare their work for presentation. |  |
| 11.2 | \*Plan and manage animation projects from concept to completion. |  |

## Benchmark 12: Ethics & Copyright

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 12.1 | Understand ethical considerations in animation creation. |  |
| 12.2 | Respect copyright and intellectual property rights. |  |

## Benchmark 13: Portfolio Development

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 13.1 | Create a portfolio of animation work showcasing skills and talents, highlighting growthand improvement over time - add applicable artifacts to (JPS) Individual Program of Study.  |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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