Arts, AV Technology and Communications Career Cluster
Animation Internship/Capstone
Course Number: 48.42400

Course Description
This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled animators as they develop a working knowledge of various animation opportunities. Students focusing on a career path in the animation field may apply classroom/lab knowledge and skills in the studio setting as they participate in direct or simulated client process. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which option to use A or B and what classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required WBL/capstone project to equal total class time available for the course.

A. Studio or classroom simulated experience

This component of Animation is designed to give students practical application of previously studied knowledge and skills. These experiences can occur in a variety of locations (including classroom studio) appropriate to the student’s level of experience and availability of community resources as determined by the instructor. These exercises should be designed to enhance and supplement the above standards. Appropriate permission from school, parents, and the facility as well as other documentation requirements (such as transportation), and facility requirements (such as student insurance) must be adhered to and arranged.

Any Animation course that includes a clinical component (excluding a shadowing experience field trip) must adhere to identified guidelines under (WBL) work-based learning (available at ctae.gadoe.org under WBL manual).

B. Animation Capstone Project

Research and demonstrate through an original self-produced animation academic requirements for a professional career of interest.

a) Create a plan for academic achievement in a chosen field. Reflection essays of the overall course and the student’s reason for career choice should be included.

b) Present career interest project in the form of a Student Presentation before a panel of community leaders.

c) Mentor evaluations. Students should choose a community mentor to assist them with their career choice. Students must spend a minimum of 8 hours with their mentor.

d) Updated personal portfolio to include: 1. Resumes; 2. Listings of technical skill competencies mastered for the chosen career field as developed by the instructor; 3. Community service learning experiences (pre-approved by instructor).

The prerequisite for this course is Introduction to Animation, Principles of Animation and Advanced Animation.
Course Standard 1

AAVTC-AIC-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
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</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
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<tr>
<td></td>
<td>Handling Conference Calls</td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
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<td></td>
<td>Handling Unsolicited Calls</td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
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<td>Getting Others to Listen</td>
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</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
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</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Include in a Résumé</td>
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</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td>Involving the Audience</td>
<td>Describing Your Job Strengths</td>
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</tr>
<tr>
<td>Showing Assertiveness</td>
<td>Answering Questions</td>
<td>Organizing Your Résumé</td>
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<tr>
<td></td>
<td>Visual and Media Aids</td>
<td>Writing an Electronic Résumé</td>
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<td></td>
<td>Errors in Presentation</td>
<td>Dressing Up Your Résumé</td>
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</tbody>
</table>

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
</tbody>
</table>
### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td>Strategies for Customer Service</td>
<td></td>
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<td></td>
<td>Landing an Internship</td>
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<td>Staying Motivated to Search</td>
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</tbody>
</table>

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
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<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
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<tr>
<td>Respecting Diversity</td>
<td>Handling Criticism</td>
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<tr>
<td>Making Truthfulness a Habit</td>
<td>Showing Professionalism</td>
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<tr>
<td>Leaving a Job Ethically</td>
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</tbody>
</table>
1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
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<tr>
<td></td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
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<td></td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
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<td></td>
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<td>Managing Projects</td>
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<td>Prioritizing Personal and Work Life</td>
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</tbody>
</table>

1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
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</tr>
<tr>
<td>Behavior at Work Parties</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
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<tr>
<td>Behavior at Conventions</td>
<td></td>
<td>Accepting Criticism</td>
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<tr>
<td>International Etiquette</td>
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<td>Demonstrating Leadership</td>
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<tr>
<td>Cross-Cultural Etiquette</td>
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<tr>
<td>Working in a Cubicle</td>
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</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

AAVTC-AIC-2
Research and demonstrate advanced technical skills in production.
Production managers are responsible for keeping a film project on track. Production managers must be very organized and capable of gathering and presenting information to producers, managers, coordinators, production assistants, as well as artists.

Course Standard 3

AAVTC-AIC-3
Research and demonstrate advanced technical skills for the 2D digital animator.
Animators are judged for their fundamental understanding over key characters, props, behaviors, skills and talents such as comedy, dialogue, song & dance, action, men, women, children, animals, charm, simplicity, sympathy, etc. In addition, animators must show high level of technical skills and ability. In addition to creating the animated movement and performance, Animators are responsible for the consistent design and line quality of their animation.
Course Standard 4

AAVTC-AIC-4

Research and demonstrate advanced technical skills within design. Responsible for the creation of location, props, fix and character designs for production. Designers consider the script/treatment as they visually explore the design concept for a given project. Designer have a rich imagination, a sense of caricature and design, strong color sense, a mastery of human and animal anatomy, architecture, the ability to work in different mediums and the versatility to conceptualize visually in a variety of techniques are required.

Course Standard 5

AAVTC-AIC-5

Research and demonstrate advanced technical skills within animation. Animators are judged for their fundamental understanding of movement in men, women, animals and any type of characters. An animator makes full use of props, environments, script and dialogue to deliver behaviors, skills and talents such as comedy, song & dance, action, charm, simplicity, sympathy, etc.

Course Standard 6

AAVTC-AIC-6

Analyze advanced technical skills within the film industry. Storyboard Artist Storyboard artists take scripts in any format and translate them into understandable visual snapshots. Scripts use the written word to take an audience through a very personal experience using emotions, characters, environments and even controlling the speed/pace of delivery. Skilled Storyboard artists can transform these elements from words to illustration for the entire production team to follow, produce and captivate the audience. (450 minutes)

Course Standard 7

AAVTC-AIC-7

Perform advanced technical skills within Modeling/Rigging. 3D Modeler and Rigger Modeling teams create intricate models specifically designed for the style and tone of the production. Modelers are responsible for the successful transition of flat 2D designs or concepts into three-dimensional models. Modeler must understand the technical requirements throughout the production process and be efficient, reliable and to scale allowing for easier rigging, texturing, lighting and animation, compositing and rendering.

Course Standard 8

AAVTC-AIC-8

Research the field of Composting. Compositing Artist The compositing artist combines visual elements from separate sources into single images, often to create the illusion that all those elements are parts of the same scene. They are responsible for constructing the final image by combining layers of previously created material. Although it is primarily a 2D role within the 3D world of CGI and VFX (Visual Effects), Compositors need a thorough understanding of the CG process combined with relevant artistic skills.
Course Standard 9

AAVTC-AIC-9
**Perform advanced technical skills within frame scenes. Layout Artist**
Layout Artists are responsible for perspective and composition of every shot. Layout Artists must set up and stage the scene that animators will use to deliver a quality performance. Layout requires an understanding of fundamental principles of Cinematography to understanding concepts of place and environment.

Course Standard 10

AAVTC-AIC-10
**Research the area of Directing. Animator Director**
Animator Directors are responsible for responding to producer needs and communicating these needs while leading and coordinating the animation team. The role requires the ability to recruit, select and build strong animation teams.

Course Standard 11

AAVTC-AIC-11
**Investigate the advanced technical skills within lip syncing.**
Lip synching is the art of making an animated character appear to speak in a prerecorded track of dialogue.

Course Standard 12

AAVTC-AIC-12
**Perform advanced technical skills with surface qualities. Texturers**
A Texture Artist will determine the surface qualities of each 3D modeled character, object and environment. Texturer’s must be able to envision what textures will create an appealing surface for a 3D computer model. Texture artists must be both artistically creative and proficient with industry software.

Course Standard 13

AAVTC-AIC-13
**Analyze technical skills of the art director/matte painter.**
Art Direction and matte painting require similar skill sets. Art Directors and matte painters must have a good all round knowledge of interior design and architecture as well as a practical understanding of building and construction. Matte painting specifically is a painted representation of a landscape, set, or distant location that allows for the illusion of an environment that would otherwise be too expensive or impossible to build or visit.

Course Standard 14

AAVTC-AIC-14
**Investigate technical skills within special effects.**
VFX artists create, add or even remove elements both natural and supernatural for use in film. Visual Effects are responsible for making every scene believable and is a major factor in the overall mood of the story. An Effects Animator must take direction easily, work well with an artistic team and deliver scenes in a timely fashion.
Course Standard 15

AAVTC-AIC-15

Research the technical skills within lighting lighter.

Responsible for adding the lighting that creates atmosphere, realism, tone and depth to a scene; visually balancing each element in each scene to enable the compositors to produce a convincing image. Lighting Technical Directors/ Lighters need to work closely with the Rendering and Compositing teams to meet the production requirements. They must use technical skill and aesthetic judgment in order to create images that not only look good but are easy to render.

Course Standard 16

AAVTC-AIC-16

Investigate the technical skills with directing-technical director.

Supervise and, if needed, create a production’s render pipeline and supporting proprietary production techniques. They monitor and troubleshoot the render queuing system and rendering workload from a few computers to a major render farm of, possibly, a thousand machines. Tasks include troubleshooting and correcting failed tasks, image quality control, technical advice/support and interfacing with artists, systems administrators and production management to ensure production deadlines are met.