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.

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

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

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

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings

Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

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

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

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

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

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

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

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.