

COURSE NUMBER: CA1400
COURSE NAME: 2D Animation

COURSE LENGTH: 11 weeks
CONTACT HOURS: 44 hours
CLASSROOM #: ROOM # 232-3
STUDENT LOGIN: <http://stu.aii.edu>

INSTRUCTOR: Krishna Sadasivam
WEB SITE: sivamstudios.com/ait
PHONE: n/a
EMAIL: krishna.at.ait@gmail.com
OFFICE HOURS: by appointment
CREDITS: 4
DATE OF SYLLABUS: 1/01/2010

COURSE DESCRIPTION:

Students will study timing and weight through a series of projects designed to demonstrate the principles of animation. Issues such as key-framing, in-betweening, deformation, and cycling will be addressed.

PREREQUISITES: VA1409

STUDENT LEARNING OBJECTIVES / COURSE OBJECTIVES:

- Identify, define and employ the 12 basic principles of animation
- Understand the principles of “squash” and “stretch” in animation using the bouncing-ball exercise
- Apply the principles of 2D animation to animate a convincing Flour Sack animation
- Apply the principles of 2D animation to create a convincing emotional walk cycle
- Apply the principles of 2D animation to create a convincing “Weight and Mass” animation
- Develop a solid foundation on how to draw for animation
- Understand the workflow involved in using pencil test software to capture and preview animations

STUDENT LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

- List the 12 basic principles of 2D Animation
- Apply the principles of 2D animation to individual animated projects and animation critiques.
- Explain the importance of a model sheet for animation.
- Explain and demonstrate the technical workflow for the 2D animation pencil test pipeline.

GRADING OPPORTUNITIES:

A total of **SEVEN** grading opportunities will be given:

- Bouncing Ball animation (100 points)
- Flour Sack animation (100 points)
- Emotional Walk animation (100 points)
- Weight and Mass animation (100 points)
- Character Model Sheets (100 points)
- Preston Blair Sketchbook Project (200 points) (midterm check and final check)
- DVD packaging (100 points)

STUDENT LEARNING ASSESSMENT:

- Rubrics will be used for the following projects:

Projects weigh 70% of final grade

- Quantitatively through examinations

The Preston Blair Sketchbook weighs 10% of grade

- Qualitatively through timeliness and professionalism in participation

Quizzes weigh 20% of final grade

GRADING CRITERION:

This general grading criterion might not be applicable to all projects (please refer to the individual assignments for the specific rubric used for assessment), but can be used as the projects’ guide in relation to the overall student learning objectives for the course:

- concept 20%
- design / aesthetics 20%
- execution 50%
- technical specifications 10%

Concept is based on your ideas leading up to the project. Did you explore all viable options for the project? Did you solve all design problems/issues with the given project? Concept includes actively documenting your work process in your sketchbook and include: thumbnail sketches, storyboards, and character designs. The start of your process is the concept.

Design is based on artistic rendering of the project. Did you use simple shapes and line of action to create your characters? Are your backgrounds interesting?

Execution is based on your technical aspects of the project. Did you incorporate the 12 basic principles of animation successfully into your work? Are there technical issues with your project that take away from its design? Do you have a strong beginning, middle and end (resolve) for your animated short? Is it entertaining? The end of your process is the execution.

Technical Specifications is based on your physical presentation of your project and when you are presenting the project for critique. Did you add a title to your animation? Did you use the correct output settings? Does your animation play smoothly on a Mac / PC? Did you follow the proper file-naming conventions? Did you turn your work on time? Do you meet the specifications stated within the project assignment?

GRADING SCALE:

A 4.0	94-100	B- 2.7	80-83	D+ 1.4	67-69
A- 3.7	90-93	C+ 2.4	77-79	D 1.0	60-66
B+ 3.4	87-89	C 2.0	74-76	D-	N/A
B 3.0	84-86	C- 1.7	70-73	F 0.0	0-59

CLASSROOM POLICIES:

Holidays: This quarter has no holidays

Required Text(s): *The Animator’s Survival Kit*, Richard Williams, ISBN 0-571-20228-4

Recommended Text(s): *Cartoon Animation*, Preston Blair, ISBN 1-56010-084-2

Required Supplies: sketch book (9 x 12 acid-free), 2B pencils or Colerose pencils, pack of 500 8.5” x 11” copy paper, pen drive or other data backup source (i.e. DVD-R, CD-R), DVD jacket, MagicRub Eraser

Late Work: Assignments must be in on the date identified in the syllabus (or project sheet) and at the beginning of class. **Late projects will not be accepted.** Any deviation of this policy will be extremely rare and at the discretion of the instructor.

Food/Beverages: Food and non-sealed beverage containers are not permitted in any classroom, lab or studio.

Cell Phones and other electronic devices: Cell phone usage is not permitted in any classroom, lab or studio. All cell phones, beepers, games, two-way radios (Nextel), or any other communication device must be turned off before entering the classroom. Leaving the class to take/make a phone call is not permitted unless it is an absolute emergency.

Plagiarism: Plagiarism will not be tolerated and may lead to immediate expulsion from the class and/or college. Plagiarism includes taking words, ideas, or artwork from anyone else and presenting it as your own or not citing properly in accordance with APA Style Guide.

Saving Work: It is the student's responsibility to save his or her work to disk. Multiple copies should be saved and verified prior to leaving the classroom. The teacher is in no way responsible for the work saved on hard drives, nor is he/she bound to give an extension on work improperly saved. The hard drives will get purged regularly.

****** PLEASE NOTE: Students are expected to back up all work. Loss, theft, computer failure, etc. are not acceptable excuses. *****

CAMPUS POLICIES:

Add/Drop: The first six (6) academic days (not including Saturdays, Sundays and holidays) of each quarter are designated as the schedule adjustment period. During this time, students may make registration adjustments (adding, dropping, or changing days/times of courses) without financial penalty.

Attendance: The Art Institute of Tampa policy requires students to attend a minimum of 82% (36 hours) of scheduled course hours in order to receive a passing grade in a course. Attendance will be taken twice in a class period. Once at the beginning of the 4 hour period and once after returning from the second break. Every student is required to remain for the full class period. If you are not present within 10 minutes of each roll call, you will be marked as half absent. Two half absences will function as the equivalent of 1 absence.

ADA Statement: To meet the needs of our students with disabilities, The Art Institute offers reasonable accommodations for qualified students with disabilities. Students or applicants who would like to request reasonable accommodations should contact the Student Services Coordinator for the school. Students with disabilities are encouraged to contact your instructor and the Dean of Student Affairs in advance of the quarter of study when accommodations are needed.

PARTICIPATION CRITERIA:

Excellent

A (93-100)

A- (90-92)

Outstanding participation. The student is actively engaged in every facet of the class. He/She comes to every class session ready to engage in informed discussion based on a thorough and critical reading of their homework assigned material (if applicable), and he/she maintains complete critical reading notes and brings it to every class session and keeps copies of everything in their journal. The student makes extraordinary contribution to the class through consistently thoughtful, well focused, and original examples. The student works collaboratively with his/her classmates and instructor and the student seeks assistance should he/she need it. **The student misses no classes.**

Very Good/Good

B+ (87-89)

B (83-86)

B- (80-82)

Good participation. The student is actively engaged in most facets of the class. He/She comes to every class session ready to engage in informed discussion based on a careful reading of the assigned material, and he/she maintains substantial number of critical reading notes and brings it to most class sessions. The student makes a solid contribution to the class through regular relevant and thoughtful comments, questions and examples. The student works collaboratively with his/her classmates and instructor and the student is likely to seek assistance should he/she need it. The student misses the maximum of **one** class.

Satisfactory

C+ (77-79)

C (73-76)

C- (70-72)

Average participation. The student is actively engaged in some facet of the class. He/She comes to many class sessions ready to engage in informed discussion based on a general reading of the assigned material, including few critical reading notes and brings it to many class sessions. The student makes a contribution to the class through general, incomplete and/or tangential comments. The student, for the most part, works collaboratively with his/her classmates and instructor and is not likely to seek assistance on his/her own. The student misses **two** class sessions.

Below Average

D (60-64)

Poor participation. The student rarely demonstrated an active engagement in some facets of the class. He/She comes to many class sessions unprepared for informed discussion, and his/her critical reading notes are substantially incomplete and rarely bring it to the class sessions. The student does not collaborate with his/her classmates and instructor and the student is not likely to seek assistance on his/her own or even with direction. The student misses two-three class sessions.

Failure

F (0-59)

Unacceptable participation. The student is not an active member of the class.

SYLLABUS CHANGES:

Syllabus is subject to change at the instructor's discretion. Awareness of these changes is the student's responsibility

CLASS SCHEDULE:

Week 1:

Topics:

- Introductions
- Review Syllabus
- Pre-Test
- 2D Animation screening (the Bar has been SET!)
- “But I Can’t Draw!”
- The 2D Animation pipeline
- Using the Animation Disc and Light Table
- The Importance of ACTING in animation
- “Squash” and “Stretch” – Balloon exercise
- Planning to Plan – the infamous bouncing ball exercise
- Preston Blair Sketchbook Project (Quarter long)

In-class:

- Demo – planning your bouncing ball animation

Assignment Due Next Week:

- Obtain textbooks, sketchbook and other required supplies
- BRING PAPER, pencils and erasers!!! Ya gonna draw!
- Read pages 23 – 60 in text
- Create 50 quick gesture drawings of random people in your sketchbook (gesture drawings must be no longer than 1 minute poses)

Handouts:

- Syllabus
 - Bouncing Ball Plan
-

Week 2:

Topics:

- The 12 Basic Principles of Animation
- Timing and Spacing
- Keyframing
- Staging
- Straight-ahead vs. pose-to-pose
- Camera positioning (capture station)

Due Today:

- 50 gesture drawings in your sketchbook, all required materials.
- Your Bouncing Ball plan™
- **Did you bring your drawing paper?**

In-class:

- Quiz 1
- DEMO – Keyframing and in-betweening
- Demo – pencil testing and capturing using the Lunchbox
- One-on-one plan review
- In-class work on keyframing and in-betweening your BB animation

Assignment Due Next Week:

- Read pages 80 – 101 in text
- Bouncing Ball animation DUE!

Week 3:

Topics:

- **We watch your bouncing ball animations!**
- Character appeal, character model sheets assignment
- The importance of solid drawing in animation
- Character turn-arounds, character construction, line of action
- Body language
- Using the principles of squash and stretch in the face
- Reverse curves
- Hand construction
- Foot Construction
- Drawing the head from different angles
- Overlapping lines to create dimension
- Twisting the torso

In-class:

- Quiz 2
- Demo – character model sheets, simple shapes, line of action, drawing hands, drawing feet, squash and stretch in face and body, reverse curves, overlapping lines, twisting the torso

Due Today: Final bouncing ball animation

Assignment Due Next Week:

- Character model sheets due

Hand-outs:

- Character model sheet assignment

Week 4:

Topics:

- Character model sheet critique
- What is anticipation and overlapping action?
- Animation: Bringing Good Things to Life™
- The Flour Sack Animation

In-class:

- Quiz 3
- Demo – Keys and Breakdowns for Flour Sack Animation

Due Today:

- Character Model sheets

Assignment Due Next Week:

- Keys, breakdowns for Flour Sack animation due (must be captured digitally)

Week 5:

Topics:

- Class critique: Flour sack animation
- Runs and jumps, secondary action in movement
- Follow-Through, Staging, Timing

Due Today:

- Flour Sack keys and breakdowns due DUE
- **Preston Blair Sketchbook check (midterm)**

In-class:

- Quiz 4
- Critique of Flour sack animation keys / breakdowns
- In class work on in-betweens

Assignment Due Next Week:

- Read pages 102 – 144 in text.
- Revised Character model sheets
- Final Flour Sack animation due

Week 6:

Topics:

- **We Screen Your Emotional Walk animations**
- Staging and framing
- Storyboarding
- Showing Weight through Timing and Volume
- Thinking Time!
- Exaggeration
- Creating an Animatic

Due Today:

- Revised Character model sheets
- Final flour sack animation due

In-class:

- Quiz 5
- DEMO: Creating an animatic
- DEMO: Emotional Walk

Assignment Due Next Week:

- Complete Storyboard and Keyframes for Emotional Walk

Handouts:

- Emotional Walk project

Week 7:

Due Today:

- Plan, Storyboard and Keyframes for Emotional Walk project

In-class:

- Quiz 6
- Work day on Emotional Walk project.

- One-on-one review of Emotional Walk plan and keyframes.

Assignment Due Next Week:

- Complete Emotional Walk animation (digital file)
- Read pages 256 - 268 in text

Week 8:

Topics:

- **We Watch your Emotional Walk Animations**
- The Illusion of Weight
- The Weight and Mass Final Project
- Cheats

Due Today:

- Emotional Walk Animation due

In-class:

- Class Critique of Emotional Walk Animation
- Weight and Thinking Time: Weight and Mass keys
- Work-session. Complete plan and keyframes for Weight and Mass animation.

Assignment Due Next Week:

- Complete Plan for Weight and Mass project
- Save keyframes digitally

Handouts:

- Weight and Mass project

Week 9:

Due Today: Keyframe animatic for Weight and Mass animation

In-class:

- Class critique of keyframe animatic
- Work-session, individual help and Q-n-A

- The Importance of Packaging and Professionalism
- Organizing your work for a DVD

Assignment Due Next Week: Rough draft of animation in progress, captured digitally

Handouts:

- DVD Specifications

Week 10:

Due Today:

- Rough draft of animation in progress captured digitally
- **Preston Blair Sketchbook check (Final)**

In-class:

- Work-session, individual help and Q-n-A

Assignment Due Next Week:

- Final Weight and Mass Animation.
- Complete DVD packaging with DVD labeled

Week 11:

Due Today:

- We Screen your Final “Weight and Mass” Animations
- BEST of SHOW

CONGRATULATIONS!

SYLLABUS CHEET SHEET
2D ANIMATION

WEEK 1	Intros and icebreakers. First Project assigned. Preston Blair Sketchbook Project assigned.
WEEK 2	Bouncing Ball plan due, BRING YOUR SUPPLIES TO CLASS! (QUIZ 1) **Check out animation disc from cage (bring to every class from now on)
WEEK 3	Bouncing Ball final animation due (QUIZ 2)
WEEK 4	Character model sheets due (QUIZ 3) Study for MID-TERM EXAM next week
WEEK 5	Flour sack keys / breakdowns due (QUIZ 4) Preston Blair Sketchbook check (<i>you have been drawing in it every day, haven't you?</i>)
WEEK 6	Flour sack final animation due (QUIZ 5)
WEEK 7	Emotional Walk Keys / Breakdowns due (QUIZ 6)
WEEK 8	Emotional Walk final animation due
WEEK 9	Keyframes / breakdowns for Weight and Mass project due
WEEK 10	Rough animation for Weight and Mass project due (dailies) Final Preston Blair Sketchbook check
WEEK 11	Weight and Mass final animation due + DVD containing all work for the quarter due.* *To be discussed on Week 9

COURSE NUMBER: CA1400
COURSE NAME: 2D Animation
INSTRUCTOR: Krishna M. Sadasivam

- I have completely read and fully understand the contents of this syllabus
- I take full responsibility for living up to these obligations including, but not limited to attendance, participation, notes, quizzes, projects, etc.
- I will ask for help/assistance (both in and out of class) if needed

Student Signature: _____ Instructor Signature: _____

Print Name: _____ Print: Name: Krishna M. Sadasivam

Date: _____ Date: _____

Print, sign and return this sheet at the beginning of class Week 2 to receive **20 points of Extra Credit.**

Animation Rubric:

	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)	0
Arcs 20 points	* Arcs are smooth, shown to indicate movement. Object follows a natural arc.	* Arcs are shown to indicate movement. Object follows an arc. Arcs show slight angularity.	* Arcs are shown to indicate movement, but object moves are too angular for natural motion.	* Arcs are missing.	Not turned in.
Weight 20 points	solid weight and mass of the object is indicated through use of shading, shadows, and a ground plane. Squash and stretch appears natural and convincing. Volume of object stays consistent.	*Weight and mass implied through use of shading, shadows or ground plane. Very minor consistency issues with volume of the ball.	* Object appears to be floaty in places, weight and mass only partially inferred. Volume of object is inconsistent (grows or shrinks in volume) from beginning to end.	*object lacks weight or solidity. *Volume of object is inconsistent.	
Timing 20 points	* Slow-in and slow-out appears to be very natural and obeys the natural laws of physics. Movement is smooth and natural.	* Slow-in and slow-out has minor issues where one or two in-betweens need to be added or removed to improve overall timing.	* animation plays too fast or too slow.	* Animation appears to be choppy.	
Resolve 20 points	Ending is held for several extra frames allowing the viewer to clearly understand what took place.	Ending is clear, but could be held for several extra frames allowing the viewer to clearly understand what took place.	* Ending is unclear No appreciable delay between the ending and the title.	*No clear resolve.	
Technical Specs (20 points)	Titles are clear and are held for 5 seconds before animation plays. File named properly as outlined in the creative brief.	Titles are clear and are held for 5 seconds before animation plays. Minor issues in file naming.	Titles are held for too long (greater than 5 seconds) and/or File not named as specified in creative brief.	No title included or title is too difficult to read and/or File not named as specified in creative brief.	

Please note: Zeros are recorded for projects not turned in.

Character Model Sheet Rubric:

	Exemplary (4)	Accomplished (3)	Developing (2)	Beginner (1)	Slacker (0)
Model Sheet Construction 20 points	Character rotation poses, full range of expressions provided. Forms easy to follow for reproduction	Proportion lines included. Models show exactly how to recreate the character.	Guidelines used for character rotation. All elements present.	Missing key elements of model sheets.	Not turned in.
Solid Drawing (Construction) 20 points	Character poses show an understanding of weight, depth and balance. Simplicity of design yet conveys real appeal.	Character posed asymmetrical. Proper planning evident by fewer lines.	Character symmetry evident in poses (twinning). Shapes and forms used.	Clumsy shapes and forms difficult to reproduce. Way too many lines need in design.	Not turned in.
On Model (Consistency) 20 points	Line of action evident for poses. Replication easy enough for others to follow.	Character proportions evident throughout all drawings. Same structure used for all character drawings.	Fair replication evident. Character may contain too many lines for extended animating.	Obvious difficulties in replication. Character structure changes from drawing to drawing.	Not turned in.
Appeal (Looks) 20 points	Character has real magnetism and charm.	A pleasing design. Exaggeration of character elements leads to an assumption of personality.	Interesting looking character with varying success.	Expressions lack real emotion or little range. Character appears lifeless, devoid of attitude or demeanor.	Not turned in.
Presentation 20 points	Papers are neat, well organized, and properly labeled as to the contents of each page. Presentation of images exudes a professional look suitable for inclusion in a designer's portfolio	Papers are neat. Minor issues in organization and labels. Presentation of images is clear, with minor layout issues.	Papers have major issues in organization. Pages not properly labeled. Presentation of work is average, and detracts from the actual work itself.	Presentation of work appears to be sloppy and lacks professionalism.	Not turned in.

Please note: Zeros are recorded for projects not turned in.