Animation

An Introduction to Animation with JCT and Cartoon Saloon
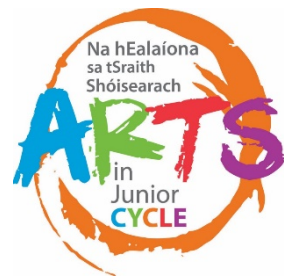
Visual Art Learning Outcomes

Strand 1 Art

Art or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

Elements	Learning outcomes Students should be able to:	
Critical and visual language	1.1	analyse their work, or that of another, using appropriate vocabulary and knowledge
	1.2	respond to an artwork using critical and visual language
	1.3	critique an artwork using critical and visual language
Drawing	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
	1.5	interpret the world and communicate ideas through visual means
	1.6	use drawings to communicate their personal outlook or understanding
Visual culture and appreciation	1.7	examine the method of a number of artists and the artwork they created
	1.8	discuss examples of historical and contemporary visual art
	1.9	debate the value that they and society place on an artwork
Art elements and design principles (AEDP)	1.10	identify the use of art elements and design principles within an artwork
	1.11	consider the use of the art elements and design principles in their own artwork
	1.12	apply their understanding of the art elements and design principles to make an artwork
Media	1.13	identify media which are used to create artwork
	1.14	use media to create their own artwork
	1.15	critique the choice of media in their own or others' artwork

Strand 2 Craft

Craft is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Elements	Learning outcomes Students should be able to:	
Critical and visual language	2.1	identify and use the critical and visual language associated with more than one type of craft
	2.2	interrogate and communicate ideas about different crafts using critical and visual language
	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language
Drawing	2.4	show they can use their drawings to observe, record and analyse
	2.5	develop their ideas for craftwork through drawing
	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making
Visual culture and appreciation	2.7	identify the historical or contemporary skills and materials used in craft works from a number of different crafts
	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
	2.9	assess the visual culture references that are incorporated into craftwork/s
Art elements and design principles (AEDP)	2.10	describe art elements and design principles as they are used across a number of different crafts
	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures
	2.12	justify the choice of art elements and design principles in their own or others' craftwork
Media	2.13	identify the role of media in the development of craftwork
	2.14	use media to create craftwork
	2.15	justify the choice of media in their own or others' craftwork

Cartoon
Saloon

Na hEalaíona
sa tSraith
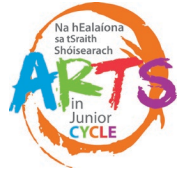Shóisearach
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Strand 3 Design

Design is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

Elements	Learning outcomes Students should be able to:	
Critical and visual language	3.1	use critical and visual language to describe diverse design work
	3.2	use critical and visual language to explain their own designs and those of others
	3.3	respond to and critique works of design using appropriate visual language
Drawing	3.4	interpret a design brief and represent this through their drawings
	3.5	experiment with design ideas through research and analytical drawing
	3.6	design a final work based on their drawings
Visual culture and appreciation	3.7	describe examples of historical and contemporary design
	3.8	discuss historical and contemporary design practices
	3.9	justify the design concepts made by historical and contemporary designers
Art elements and design principles (AEDP)	3.10	explain the use of art elements and design principles in examples of design work
	3.11	examine their own and others' design work through the use of art elements and design principles
	3.12	assess their own and others' design work using their knowledge of art elements and design principles
Media	3.13	describe the use of media in examples of design work
	3.14	utilise media in their own design work based on a design brief
	3.15	justify design concepts and the use of media in their own or others' work

Resources

Cartoon Saloon

http://www.cartoonsaloon.ie/

http://thebreadwinner.com/

https://itsoncraft.com/films/song-of-the-sea/

https://itsoncraft.com/films/the-secret-of-kells/

Free Animation Programs

https://itunes.apple.com/ie/app/stop-motion-studio/id441651297?mt=8

Stop motion for Windows

https://animationpaper.com/

http://monkeyjam.org/

https://animationpaper.com/tutorials/

The Principles of Animation

https://youtu.be/pDVfNf5GvPg

Pixar in a box

https://youtu.be/3Iu1Z0h1i1Y
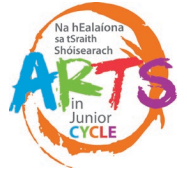
Keywords-Terminology

Frame-Single piece of animation

Keyframe-An important piece of animation

Symbol-an object that can be animated

Character-The star of the animation

Layers-several frames overlaid

2D Animation-2 dimensional animation, can be computer or hand drawn

3D Animation-3 dimensional objects or models

CGI-Computer generated imagery-animation performed on a computer can be 2dimensionalor 3dimensionsal

Stop motion animation-Manipulating models and taking a shot, moving the model slightly one frame at a time to give the illusion of continous movement

Storyboard-Visual organiser showing images in sequence that visualise the animated storyline.

Camera Angles

Wide angle

Used to establish the scene/setting and show surroundings and give a sense of space or isolation. Can show the character in the setting and help to convey the mood of the scene.

Medium angle

Showing the character and the scenery together.

Close up

Shows someone or something in detail. Can be used to focus on a characters face to create intimacy and show their expression.
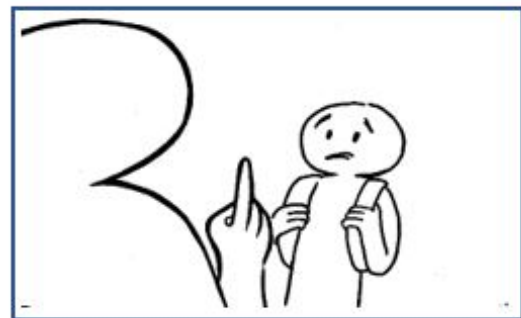

Low Angle Shot

Looking up at characters. Gives them a sense of power, importance or dominance. Can be used to look up at objects or backgrounds, give a sense of focus, mood, drama or anticipation to what may happen next.

High Angle Shot

View from above. Looking down on characters, makes them feel smaller, defenceless, being acted on.

Over the shoulder shot

Can be used in a dialogue between characters or show where a character is looking or is going.
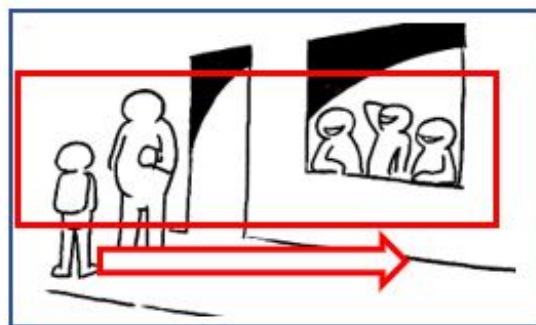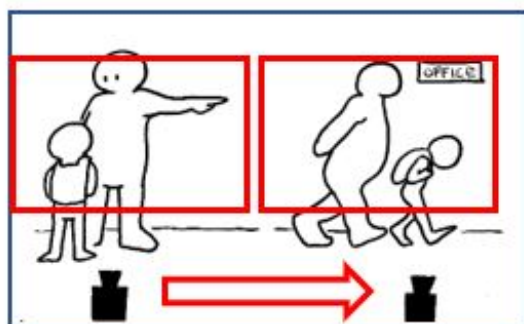
Camera Angles-cont'd

Point of View (PoV)

Camera sees the action form the characters point of view. Can include camera movement.

Panning

The camera will move across the scene, following a characters movement or moving between two points to move the viewers focus.
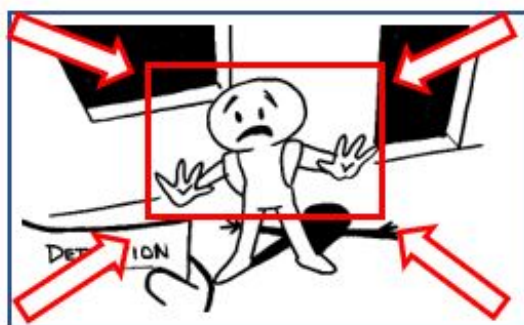

Tracking

The camera itself will move following and tracking a characters action. Usually parallel to the action.
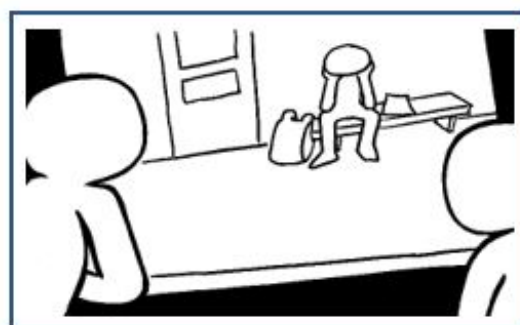

Dutch Tilt

The camera is tilted when shooting to give the scene a sense of drama and action. Used frequently in action adventure films.

Zoom

Using the camera lense to close into a character or object. Adds focus or intensity of emotion. Camera can also zoom out from a close up to a wide angle scene.

Voyeur

Shot from a characters point of view to give the sense of watching others.

Cartoon Saloon

Prod.	Seq.	Scene

Prod.	Seq.	Scene

Prod.	Seq.	Scene

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An tSraith Shóisearach do Mhúinteoirí

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