

STEAM Year 9 – Digital Graphics -Character Design and Animation

Completion date:

You will learn about:

- The physical characteristics and facial expressions of 2D and 3D digital characters.
- The visual design elements
- Visualisation Diagrams
- Autodesk Sketchbook app to create a 2D character design
- Advanced Tools and techniques in Photoshop to create a digital Character and GIF

STEAM SKILLS

Using failure to learn and grow
Creativity
Understanding of tools

Lesson Overview

Lesson 1

Intro to unit

Design brief and client requirements/specification

4 X Initial concept ideas- annotation

Moodboard

Homework: Facial expressions

Lesson 2

Analysis of physical characteristics and facial expressions of 2D and 3D Character design.

Create a visualisation diagram that responds to a brief

Using Autodesk Sketchbook

Homework:

Autodesk sketchbook final design

Lesson 3

Moshi Monster- Photoshop skills

Lesson 4

Visual elements

Tracing and blending techniques on Photoshop

Homework:

Orthographic drawing

Lesson 5

Complete final design on Photoshop using chosen technique.

Lesson 6

Improve and impress with DIT on final design on Photoshop.

Introduction to creating a GIF using timeline.

Homework:

Review of tools

Lesson 7 Create a simple GIF on Photoshop using Timeline

Lesson 8

Typography- 'rip off logos' and Banner Ad GIF design

Lesson 9

Final Banner GIF and Presentation of work

Key Words

Purpose- What is it used for- the reason

Characteristics- a feature or quality belonging typically to a person, place, or thing and serving to identify them.

Experiment- try out new ideas or methods.

Explore- (a subject) inquire in detail to examine or evaluate its outcome.

Asset- Images, logos and text information that are used as part of the digital graphics

Visualisation diagram- A drawing or sketch of what the final static image product is intended to look like

Orthographic Drawing- Front, back and side view of design.

Visual design elements-

Tonal shading, blending, colour theory, line quality.

Photoshop tools:

Layers, Transform tool, Brush, Shape, Shape Properties

Quick selection tool, magic wand, Pen tool- creating a path

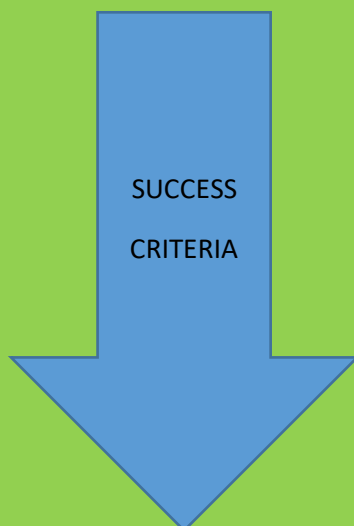
Fill/ Stroke, Blending, Drop Shadow etc

Smudge- scattering

fX

Timeline (to create GIF)

<p>Suggested reading or support available</p> <p>On Showbie</p>	<p>Cross curricular</p> <p><u>SMSC</u>: to think creatively to design character for a potential audience. Work with other people to include their thoughts and ideas.</p> <p><u>Numeracy</u>: problem solving, breaking down problems into smaller parts.</p> <p><u>Art</u>- visual design elements- tonal shading, blending, colour theory, line quality.</p> <p>Literacy links</p> <p>Correct SPAG to analyse the client requirements and how that will influence design, using key terminology.</p> <p>Use of Adjectives in annotation</p>
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	SUCCESS CRITERIA Highlight your starting point for each skill in PINK , at the end of the project highlight where you think you got to in BLUE .		
Grade Range	Using failure to learn and grow	Creativity	Understanding of tools
0	I presented no work.	I presented no work.	I presented no work.
1	<p>WWW: I can identify some basic errors and mistakes with my work.</p> <p>EBI: I need to reflect more on my mistakes and try to not repeat them.</p>	<p>WWW: I can develop some ideas using existing examples and try to make my own changes to them.</p> <p>EBI: I need to make my designs my more my own and try to bring something new into them.</p>	<p>WWW: I know which tools or software to select and can use them for basic tasks safely (with hand tools or computer software).</p> <p>EBI: I need to be able to choose the correct tools (hand tools or software) and understand the risks.</p>
4	<p>WWW: I can identify some issues and mistakes and overcome them. I can reflect on the causes of mistakes and see why they happened.</p> <p>EBI: I need to think more carefully about past experiences\mistakes so that I do not make the same mistake again.</p>	<p>WWW: I can develop and show some fresh ideas and my examples are mostly developed by myself.</p> <p>EBI: I need to use other peoples examples and ideas more for inspiration than copying and develop my own style.</p>	<p>WWW: I can select the correct tools (hand tools or software) and know the risks of that tool.</p> <p>EBI: I need to expand my knowledge and features of different tools (hand and software).</p>
6	<p>WWW: I managed to independently identify and fix issues and mistakes.</p> <p>EBI: I should refer to my past errors (looking at my past work) and attempt to resolve potential mistakes at the design stages.</p>	<p>WWW: I use examples only as a start point and can develop numerous different options from there. My final ideas clearly show my own personality and style.</p> <p>EBI: I need to try and produce alternative unique ideas that accurately meet the design requirements.</p>	<p>WWW: I can make good choices in my selection of tools (hand tools and software) for safe and efficient use. I have a good understanding of their purpose.</p> <p>EBI: I need to expand my knowledge and purpose of a wider range of tools and equipment so I can work more effectively.</p>
8	<p>WWW: I can shown and explain, using previous issues and mistakes, why my work or solutions will be more likely to succeed than in previous efforts.</p> <p>EBI: When testing a problem, I need to make sure that I also try to prove something doesn't work as well as what does work to gain a better understanding.</p>	<p>WWW: I can develop multiple new ideas and options that accurately meet the design requirements. My solutions are highly innovative, unique and purposeful.</p>	<p>WWW: I know the pros and cons of different tools (hand tools and software) and can make clear decisions on which to use for safety and efficiency. I have an excellent understanding of how they work and their capabilities.</p> <p>EBI: I can expand my knowledge and understanding of tools (hand\machine and software tools) that are used in the real world.</p>

