

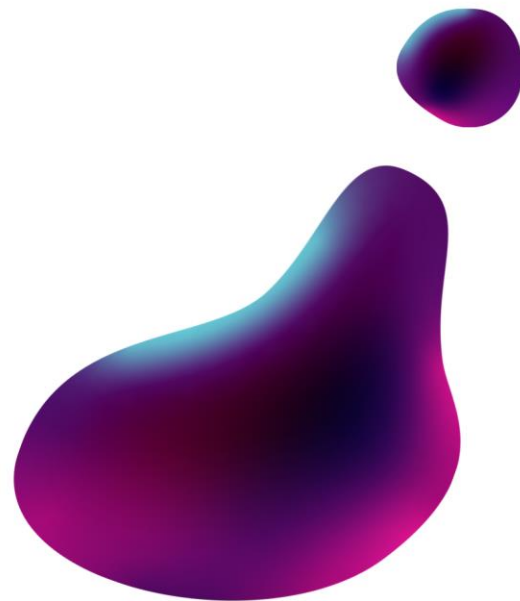
MEET THE ARTIST

CHARACTER DESIGN CREATION

MEDIA | Digital Design

FOCUS | High School

TIME | 4 Weeks



Digital Art 2

UNIT # : Character Design

UNIT # OVERVIEW

INQUIRY	Artists can show personality through reflective character design, and demonstrate acquired knowledge through completion of “Meet the Artist” page.		
INQUIRY QUESTIONS	FACTUAL	CONCEPTUAL	DEBATABLE
	How does shape and the line of action influence my characters design? How do I use color to convey mood in my character?	How do I incorporate my own personality into a two dimensional character? How do I create a character arc?	What is character design? How do we execute successful character design?
SUMMARY	<p>Students will be learning how to create a Meet the Artist page about themselves through various activities. This will build up their character design skills, and give them the knowledge to create their own characters. In addition, these pages are used in the industry to introduce a digital artist in a fresh way (almost like a business card).</p> <p>Students will learn how to use color and space, as well as how shape and lines of action affect how a character appears. They will be incorporating their own personality into a character and learning communication through the elements, as opposed to words. One of the main goals is for students to be reflective upon themselves and what develops their personality/ who they are. This unit is a building block to lead into more animation, and design based projects.</p>		
SWBAT: Students will be able to	<p>Outcomes: Students will be able to communicate effective character design, and understand the differences between ineffective/effective design. Students will be able to create a personality for a character and incorporate it into the design.</p>		

	Students will be able to understand shape language and line of action.		
CONTENT	VOCABULARY	SKILL SETS	CAREER CONNECTIONS
	<ul style="list-style-type: none"> ● Character Design ● Model sheet ● Line of action ● Design ● Space ● Color palette/scheme 	Illustration Digitizing Publishing Designing for publication Business card	Graphic Designer Digital Animator Storyboard Artist Comic book Artist Digital Illustrator Visual Effects Artist Product Designer
RESOURCES	CLASSROOM	VIDEOS	RESOURCES
	Rubric Template	Shape language	Exit ticket 4/5
	MeettheArtist Rubric	Action line	Processjournalexample
	Process Journal Rubric	Character Design	picrew
	Unit Slideshow	Color theory	Adobe Color
			Color scheme
		Asych Day videos	Exit ticket 4/19
		Dynamic poses	Miro
		Costume design	
		Anatomy	
		Expression	

PACING GUIDE

DAY	KEY CONCEPTS	I CAN & STANDARD	SYNCHRONOUS	ASYNCHRONOUS
WEEK 1				
1	<p>LO: for students to start to explore how characters are made, and ways to express self within a character.</p> <p>Goal for the day: Students will create multiple picrew avatars and choose one that</p>	<p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)</p>	<p>Ignite: Intro discussion about prior knowledge of Character Design.</p> <p>Chunk(lecture(10min)): Show teacher demonstration of picrew activity. Students will be creating self portraits with the picrew software.</p> <p>Chew(work time): For the activity itself, students will be creating at least two picrew portraits, the goal is to have them play with different styles and start to compare and contrast how different styles influence the characters created.</p> <p>Reflect: Exit ticket about their own curiosity's surrounding character design. Not only will this help me curate the lesson, I want to spark engagement.</p>	<p>Completing the exit ticket, as well as saving their favorite picrew design for the next class period.</p>

	represents them best.			
2	<p>Goal for the day: Students will complete a personality test to understand more about themselves, and create an Item Drop, thinking about the items that relate to them. Students will be reflecting on how to incorporate this into a design.</p>	<p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)</p> <p>ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)</p>	<p>Ignite: Personality quiz! An introspective activity appropriate for the age group, and ties into building characters.</p> <p>Chunk: When creating a character, a personality also has to be created to inform design decisions. Today will be focused on exploring how that can be shown through clothing, personal items, etc.</p> <p>Chew: Students will be participating in an item drop activity in their process journals. “If you were a video game character and had to respawn, what items would you drop?” To inspire them I will have them guess characters off an item drop I created, for example spongebob. After this they will have to think about their own “item drop”.</p> <p>Students will be adding photos to a slide of their personal items, as well as their favorite picrew design.</p> <p>Reflect: On the next page of their process journal, they will create a list of likes and dislikes, and reflect on how they think it could be shown within a character's design.</p>	<p>Complete the Item drop activity, as well as the reflection list. Important for next class to continue the discussion.</p>

WEEK 2

3	<p>Goal of the day: Open students “art eyes” to observe how artist develop a style, and what that communicates via shape and line.</p>	<p>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)</p>	<p>Ignite:Who's that pokemon activity. Students will be shown a character and have to guess which pokemon it is based off of. Chunk: I will be speaking about how shape and line of action influence characters, and how we can alter the way a character is perceived. Chew: Students will be picking at least 3 other styles besides their own to draw a character in, and creating a reference sheet to compare how the styles are different in terms of line, shape, and overall design. They can be full body or just portrait style. Reflect: In their process journal they will answer the question What are some differences/ similarities you noticed between the difference in design styles.</p>	<p>Make new process journal page to answer the question about design style.</p>
4	<p>Goal of the day: Students will be finishing their assignment, and evaluating the area they need</p>	<p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one’s artwork. (21st Century Skills: I.3, II.1, III.4)</p>	<p>ERW Ignite:Asynchronous today, students will be working independently. Chunk: Students will pick one of the four extra videos in a topic that they need to improve in. Chew: Students will be using class time to complete their Draw in ___ Style</p>	<p>Add progress shots into process journal! ERW!</p>

	improvement in.		activity and submit within schoology. Reflect: Students will add their progress within their process journals.	
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WEEK 3

5	<p>Goal of the day: Students will be starting their final assignment! Also to gather data about student success.</p>	<p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)</p>	<p>Ignite: Character design 101 video, Discussion about Draw in __ Style assignment. Chunk: Introduce the final piece, and talk about overall requirements. Students will be given work time to complete their character. Chew: Students will be creating their character, and considering layout options. Reflect: Students will complete an exit ticket to reflect on if they need more resources to complete this assignment.</p>	<p>Students will start the creation of their character, and next class we will talk about full layout and item design.</p>
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6	<p>Goal for the day: students understand color theory/schemes and layouts so they can successfully create their</p>	<p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st</p>	<p>Ignite: Color theory activity Chunk: I will be presenting about how to create and use color schemes, as well as how to create a layout using design rules. Chew: Students will participate in a color theory activity and will start to incorporate a layout in their pages. They will also receive the final requirements. Reflect: Students will be creating a color</p>	<p>Students will continue to work on their character design and layout.</p>
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	final product.	Century Skills: I.6, III.3, III.6)	scheme that is representative of them.	
WEEK 4				
7	<p>Goal of the day: Have lots of work time for students to complete their meet the artist sheet</p>	<p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)</p>	<p>Ignite: Show video resources and ways to search on youtube to inspire their characters. Chunk: Studio work time, I will talk about extra resources and use this time from break out rooms/one on ones, or general questions. I will also talk about the last part of the rubric. Chew: Students will be working throughout the class period to complete their Meet the Artist sheet. Reflect: Students will be adding my email to their progress journal, so I can grade and check in on their progress.</p>	Students will continue their progress.
8	<p>Goal of the day: Critique day! Students will be reflecting on their own and other students work to further their creative process.</p>	<p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4)</p>	<p>Ignite: Share my own Meet the Artist! Chunk: Students will have time to ask for help, questions or one on ones. Chew: Students will be uploading their work into a Miro board, and commenting on three other students work. Reflect: Students will look back at the topics we covered and compare their design to see what they are missing or need to work on to make it successful.</p>	Students will turn in their final project.

		<p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork. (21st Century Skills: I.3, II.1, III.4)</p>		
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