Unit title: 3D -2- Linear Animation

Standard (s): ARVD.01.01.a-Understand and analyze line, shape, form, color, texture, balance, unity, variety, emphasis, movement and proportion as related to visual communication.

Standard (s ARVD.01.02-Use available tools and techniques.
Standard (s): ITIM.02.01-Demonstrate the ability to work with appropriate software tools.
Standard (s): ITIM.02.01.e-Demonstrate the ability to create and transform objects in 3D space; apply effective lighting and camera manipulations
Standard (s): ITIM.02.03.b-Understand the hardware requirements for the creation, visualization, and rendering of computer 2D and 3D graphics.

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Knowledge (what do you want them to be able to KNOW at the end of the unit)	**Skills (what do you want them to BE ABLE TO DO at the end of the unit)**
Students will be able to know how to use the timeline and apply keyframes to the timeline. Students will be able to know the different camera options and angles when applied to creating a 3d video clip	**Student will be able to create a model of a chess came and animation a 5 moves checkmate using Cinema 4d's timeline and camera options. Students will be able to render the animation into a format that can be edited in a video software program.**

Essential Question(s):
How has 3d animation changed the economic market when it comes to commercial ads?

Key words/vocab: Timeline, keyframes, Positions, Cameras, Angles, Frame per second (fps) render, resolution, .mov, preview, spot light, radius, intensity, percentage, strength.

WICOR Strategy:
Writing: Student will be writing in their blog either reflecting on their work or explaining key content vocabulary
Inquiry: Student will design their own 3d models of chess players. They will research reference images to help them construct their model
Collaboration: This is not a collaboration assignment, but students are encouraged to help each other with their project.
Organization: Students will keep record of their learning task in their planner. Student will maintain folders on there computer and learn how to back up file on to the server. Students will organize their project on a work task worksheet to help them budget their time as they work this project.
Reading: Students will be given procedures to follow to read to help them accomplish their task.

Unit Performance Assessment:	**Formative Assessments (daily/weekly)**
Students will complete a finish chess game with board, and chess players for both sides of the board games. They will create an animation of a chess game where the game is won in 5 moves. Different angles of the camera will be used for each move. The chess game will be placed on a table with a light fixture above the table light up the game.	**Students will also be writing/blogging the process they used to make their chess game. Students will evaluate each other's work and give feedback about game they are creating. Teacher will assess their progress by having them create their chess game in intervals and turning it in for feedback and evaluation.**