



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District 8	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> School District #8 - Kootenay Lake
<b>Developed by:</b> Lori Jones	<b>Date Developed:</b> 2017
<b>School Name:</b> LV Rogers Secondary	<b>Principal's Name:</b> MS Tamara Maloff
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> March 12, 2019	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> 3D modeling and animation 11&12	<b>Grade Level of Course:</b> 11&12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100 per course

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** Computers with a graphics card and 3d modeling software (Blender, Autodesk 3ds max & mudbox Unity)

**Course Synopsis:** This course offers students a practical hands on experience with creating 3d models and animating them for film or video games. It is a survey course for many jobs in the game development and special effects realm of 3D modeling and animation.

**Goals and Rationale:** The goal of this course is to prepare students for fast paced game design and special effects production environments while creating a team mentality around production of 3D digital models and effects.

Team building is promoted through large scale projects that require students to contribute different elements to the end animation. Students will connect with experts, professionals, in post secondary to explore where this curriculum can be used in the numerous careers associated with 3D modeling and animation.

## **Aboriginal Worldviews and Perspectives:**

This course has many elements of the First Peoples Principles of Learning:

- Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.

**BIG IDEAS**

Teamwork and Communication are essential to successful production	Media production requires knowledge of many tools (hardware/software) to be successful	Teamwork is achieved through a strong sense of personal and social responsibility	Tools and technologies can be adapted for specific purposes	History, culture, community, and value systems influence creative processes.
---	--	---	---	--

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Gather feedback from users over time to critically evaluate their design and make changes to product design or processes</li> <li>• Iterate the prototype or abandon the design idea</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available</li> <li>• Use project management processes when working individually or collaboratively to coordinate production</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Share their progress while making to increase feedback, collaboration, and, if applicable, marketing</li> <li>• Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property</li> <li>• Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• media technologies</li> <li>• media production to enhance, alter, or shape the technical elements of a project</li> <li>• development, maintenance, and evolution of voice in storytelling</li> <li>• ethical, moral, and legal considerations of using media arts technology to reproduce and distribute images, and how to deal with these issues in the design process</li> <li>• image-development strategies and image manipulation in order to create, respond to, or challenge design problems</li> <li>• ways in which content and form influence and are influenced by historical, social, and cultural contexts</li> <li>• ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century</li> <li>• ways to use elements of design and principles of design to convey a message, create an effect, and/or influence personal preference</li> </ul>

- Identify new design issues, including how they or others might build on their concept

**Applied Skills**

- Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time

**Applied Technologies**

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests
- Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

- Demonstrate creative thinking and innovation inspired by improv and experimentation
- select and combine a variety of technology/software
- develop projects with an audience first mentality.

- technical, stylistic, symbolic, and cultural influences and their intentional use to target audiences

- use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience

- pre-production, production, and post production strategies, activities, techniques, and technologies
- skills for acting for the camera
- roles and responsibilities of pre-production, production and post production personnel, and how to specialize in those roles.
- personal and social responsibility for planning/creating film/video, ethics of cultural appropriation and copyright/plagiarism.
- issues in translation of the name of a product across different cultures
- **naming rights**
-

--	--

**Big Ideas – Elaborations**

n/a

**Curricular Competencies – Elaborations**

n/a

**Content – Elaborations**

n/a



**Recommended Instructional Components:** Production meetings, collaborative planning documents,

**Recommended Assessment Components:** Ensure alignment with the [Principles of Quality Assessment](#)

- Peer, self, and teacher notes and reflection
- personal and social responsibility accountability check
- Practical test for skills and processes

**Learning Resources:**

- Internet
- Selkirk College
- Autodesk