

## **USC- ANIMATION**

CTAN 110

DESIGN FUNDAMENTALS FOR ANIMATION 1 - 2 UNITS

Semester: Spring 2021

Class Meets: MONDAY 7-9-50PM / SECTION 17992

Instructor: Mark Kulakoff Email: kulakoff@usc.edu

Student Assistant: Georgina Gonsalves Email: ggonsalv@usc.edu

### **COURSE DESCRIPTION**

Through design fundamentals, students learn to create better, more sophisticated style frames and imagery for their personal animation practice. Creative exercises help develop skills in composition, shape language, image making, and visual thinking. Using photoshop & illustrator students will create well-designed imagery that can be implemented to style frames and visuals using current industry techniques. The goal is for students to learn how to think, create, and critique the why's of visual design and style. To harness the ability of making smart, beautiful design for a personal practice as well as a means to create in a visual industry.

### **METHODOLOGY**

Students meet online weekly for critique class. All students present work at each class, as described in each stage of the brief. Work is discussed by faculty and students, with a view to develop a productive process for creating design-driven imagery. There will also be lectures, demo's, and in-class making to supplement advanced progressive learning.

### **ASSIGNMENTS**

You will choose one object and design various iterations of the object through the different exercises. The assignments will push you to make images in various ways which give intention/purpose to how you think and make imagery for animation. The final culmination will be a book showcasing your visual explorations.

- 1- Vector drawing- Introduction to Illustrator. Vector based digital drawing principles.
- 2- Denotative Objects- The Icon. Using Point Line Surface Volume- Intro to form building blocks. Making hand drawings into digital drawing formats- photoshop/illustrator.
- 3- Form Contrasts- Using Visual contrasts to develop unique approaches/constraints in designing imagery.
- 4- Connotative Objects - Symbols- Communicating meaning through form. How to bring unorthodox meaning & visual excitement to everyday imagery.
- 5- Visual Contrasts- Learn to design/think with visual rules to form strong dynamic compositions.
- 6- Visual Hierarchy- Learn to control the viewers visual journey by understanding visual hierarchies for animation.
- 7- Contextual Objects - Person Place Thing- Visual Storytelling through thoughtful form and ideas.
- 8- Styleframes- The process of making pitch ready artwork or styleframes.

### **REQUIRED MATERIALS**

Art making supplies, Paper, Adobe Suite - Adobe Photoshop & Illustrator

### **GRADING POLICY**

Grades are based on creativity, proficiency and class participation.

Please attend every class, and present the requested work for each class.

Grading Criteria- 10% participation, 90% exercises

### **ATTENDANCE:**

10 minutes late = Tardy. 3 tardies equal 1 absence.

2 absences will lower your final grade by a whole letter grade.

3 Absences will get you an F grade.

### **IN-CLASS BEHAVIOR**

Students are expected to talk about their own work each class, and also participate in the critique of work presented by their peers. Critique should be handled in a professionalism manner, with "subjective" comments requiring "objective" explanations or analysis.

| Week | Date        | Class Activities  | Tools & Techniques   |  |
|------|-------------|---|--|--|
| 1    | Jan<br>1/18 | Martin Luther King's Birthday   | No Class- Choose an object you will want to draw many times.   |  |
| 2    | 1/25        | Denotative Object Iterations<br>Image Morphology In Class<br>Homework-<br>Vector Trace Object                                       | Illustrator- Learn to draw vectors<br>Intro to Illustrator Interface & Layers<br>Intro to Google Slideshow- Organize and Present<br>DUE- Next Week 2/1 |  |
| 3    | Feb<br>2/1  | Lecture - Point Line Surface Volume<br>IN CLASS Drawing Activity<br>Homework-<br>Translate drawings into digital ver-               | Design Driven Animation Studio Reels<br>Illustrator Shape Tutorials<br>In Class Digital Translations<br>DUE- Next Week 2/8                             |  |
| 4    | 2/8         | Critique Digital Translations<br>Lecture- Form Contrasts<br>Form Contrast Drawing Activity<br>Homework-<br>Form Contrast -Object    | Design Driven Animation Studio Reels<br>Illustrator Form Contrast Techniques<br><br>DUE- In 2 Weeks 2/22   |  |
| 5    | 2/15        | President's Day   | No Class   |  |
| 6    | 2/22        | Crit ---- Form Contrasts<br>Lecture- Connotative<br>Object Iterations<br>IN CLASS Drawing<br>HW- COI Illustrations Set 1            | Design Driven Animation Studio Reels<br>Illustrator Style Techniques<br><br>Due Next week<br>DUE- Next Week 3/1  |  |
| 7    | Mar<br>3/1  | Critique- Connotative Objects<br>Work in groups<br><br>Homework- Refine C Objects   | Design Driven Animation Studio Reels<br>Watch Assigned Style Tutorials<br>Structured Work in Class.<br>DUE- Next Week 3/8                              |  |
| 8    | 3/8         | Lecture- Visual Contrasts in Anim-<br>Critique- Connotative Objects<br>In Class Reference Hunt<br>Homework- Single Visual Contrasts | MID-TERM<br>Show Artist Styles<br>Illustrator Style Techniques<br>DUE- Next Week 3/15  | Spring 2021 Wellness Days<br>· Friday, March 12<br>· Tuesday, March 23<br>· Wednesday, April 7<br>· Thursday, April 22<br>· Friday, April 30 |
| 9    | 3/15        | Crit- Visual Contrasts<br>Lecture- Visual Hierarchy In Anim<br>In Class Group- Vis Hierarchy Ex<br>Homework- Person, Place, Thing   | Design Driven Animation Studio Reels<br>Watch Assigned Style Tutorials<br>Put your object with ... 3 sketch ideas each<br>DUE- Next Week 3/22          |  |
| 10   | 3/22        | Crit- Person, Place, Thing<br>Lecture- Composition In Animation<br>Rework- PPT Compositions-<br>Revise/ Develop PPT into styles     | DUE- Next Week 3/29  |  |
| 11   | 3/29        | In Class Crits<br>Contextual Object Iterations<br>Lecture- Objects in Context<br>In Class Drawing Activity<br>Homework-Styleframes  | Watch Assigned Style Tutorials<br>Show Artist Styles<br><br>Copying the masters<br>DUE- Next Week 4/5  |  |
| 12   | Apr<br>4/5  | COI Crit<br>Lecture- Objects in Context<br>In Class Drawing Activity<br>Homework-Styleframes  | Watch Assigned Style Tutorials<br>Show Artist Styles<br><br>DUE- Next Week 4/12  |  |
| 13   | 4/12        | Styleframes- Revise- Develop<br>In Class Crits<br>Work in Groups  | Show Artist Styles<br><br>DUE- Next Week 4/19  |  |
| 14   | 4/19        | Styleframes- Revise- Develop<br>In Class Crits<br>Adobe INdesign Demo   | DUE- Next Week 4/26  |  |
| 15   | 4/26        | Final Styleframes Due.<br>Homework- Get book ready  |  |  |
| 16   | May<br>5/03 | Study Days  |  | Study Days<br>· May 1-4  |
| 17   | 5/10        | Final -Object Iterations Book<br>NO EXAM  | 7pm-9pm (PST)  |  |

## DETERMINATION OF GRADE

If you desire an assessment in the form of a grade, feel free to get in touch with me at anytime. Your final grade will reflect your process & final work .

**Attendance:** Students who produce "honors" work have perfect attendance. Their commitment to the class resembles that of the professor.

**Preparation:** Students who produce "honors" work are prepared for every class. Of course they always complete the assigned reading, and their attention to detail is such that they occasionally catch the professor in a mistake;

**Curiosity:** Students who produce "honors" work show interest in the class and in the subject. They go to the library on their own volition! They look up and dig out what they don't know;

**Constructive participation in class:** Students who produce "honors" work contribute to class with passion and insight. They know that excellent participation requires a balance between listening and talking. They ask interesting questions and make thoughtful comments.

**Aptness of thought:** Students who produce "honors" work connect past learning with the present. Throughout the semester, they relate what they learn in class with the knowledge, insight, wisdom and passion that they bring with them to the class.

**Attitude:** Students who produce "honors" work have a determined and enthusiastic attitude. They have both the self-discipline and the determination necessary for success. They show initiative. They take responsibility for their education by claiming--not receiving--knowledge.

**Talent:** Make no mistake: talent is earned and rehearsed. Students who produce "honors" work have developed special skills and qualities. It may be ideas, confidence, insight, enthusiasm. It may be unusual originality, creativity, organizational skills, commitment--or a combination thereof. These talents are evident to the professor and to the other students in the class as well.

**Execution & Construction:** Projects that earn an "honors" grade are fully completed, with every detail taken into consideration; questions asked of the artist about their intentions, successes and failures; professional presentation in the classroom environment; and a willingness to take the project to whatever next level is necessary.

Honor Work ::: A 93-100

- an A is a high honor grade, which is reserved for exceptional students who have excelled in the production required for the class in either visual or written form. The work leaves little or no room for improvement. The structure is complete; the content is clear & substantial. In addition the student has participated actively & helpfully in class critiques. The student sees many sides of an issue, integrates ideas previously learned & anticipates the next steps in the progression of ideas. The A student is an example for others to follow.

Honor Work ::: A- 90-92

- an A- is work of excellence. The focus is clear. While the work is substantial there is room for slight improvement in form, content or technique.

B+ 87-89

- a B+ is very good work- just shy of excellence. All areas of skill or knowledge have been grasped but perhaps not fully exploited. The potential for excellent work is visible. The work is complete, the focus is clear, but the work requires some refinement in form, content or technique.

B 83-86

- a B is an honor grade, which is given to students who demonstrate a solid understanding of the assignments given & have produced work of considerable achievement. The B student is an active listener, & accomplishes more than the minimum work required. The work is good; the focus is clear, however some areas though grasped, have not been used, developed or exploited. A B should be considered a high grade given to students of great potential that have specific areas to be developed.

B- 80-82

- a B- is an honor grade, which represents essentially good work where areas of form, content &/or technique need to be more fully realized or examined. The material is understood, though the focus is not entirely clear.

C+ 77-79

- a C+ is an average grade, which demonstrates a satisfactory comprehension of the subject. C + work accomplishes the minimum requirements with only basic competency & momentary flashes of insight.

C 73-76

- a C is an average grade, which demonstrates a satisfactory comprehension of the subject matter, accomplishes the minimum requirements, displays little initiative, communicates orally & in writing at an acceptable level, & generally has an acceptable understanding of all basic concepts. However, while there is understanding, the student has not yet found a way to make the material his or her own.

C- 70-72

- a C- indicates work that is just acceptable. Significant development needs to occur in more than one area. Major areas of work have been only partially understood. There have also been major inconsistencies in the students performance.

D+ 68-69

- a D+ is a barely passing grade. The quality & quantity of work in & out of class is below average & unsatisfactory. Several major areas of work have not been understood.

D 63-67

- a D is the lowest grade possible for a delivered product. The work shows little understanding or connection with the material & is seriously flawed. The student has met only the most basic requirements of the class.

F 0-62

- an F is a failing grade, which is given to student who have been absent from class 3 or more times &/or have not produced the work required. The quality & quantity of the work in & out of class is unacceptable. The work does not qualify the student to progress to a more advanced level.

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)  
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Student Health Leave Coordinator – 213-821-4710

Located in the USC Support and Advocacy office, the Health Leave Coordinator processes requests for health leaves of absence and advocates for students taking such leaves when needed.  
<https://policy.usc.edu/student-health-leave-absence/>

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)  
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086 [equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)  
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421 [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)  
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776 [dsp.usc.edu](http://dsp.usc.edu)  
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710 [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)  
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 [diversity.usc.edu](http://diversity.usc.edu)  
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call [dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call [dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

### Diversity and Inclusion

Diversity and Inclusion are foundational to the SCA community. We are committed to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. The classroom should be a space for open discussion of ideas and self-expression; however, SCA will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against person or property. If students are concerned about these matters in the classroom setting they are encouraged to contact their SCA Diversity and Inclusion Liaison, <http://cinema.usc.edu/about/diversity.cfm>; e-mail [diversity@cinema.usc.edu](mailto:diversity@cinema.usc.edu). You can also report discrimination based on a protected class here <https://equity.usc.edu/harassment-or-discrimination/>

### Disruptive Student Behavior:

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

### PLEASE NOTE:

FOOD AND DRINKS (OTHER THAN WATER) ARE NOT PERMITTED IN ANY INSTRUCTIONAL SPACES IN THE CINEMATIC ARTS COMPLEX