

# NATIONAL CORE ARTS STANDARDS

## Model Cornerstone Assessment

### OVERVIEW

**Title:** Rotoscoping the World

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**Grade Level:** High School Proficient (Beginning Rotoscoping)

**Artistic Discipline:** Media Arts

**Artistic Processes:** Creating, Producing, Responding

**Task Description:** Students will complete a rotoscoped film clip that integrates drawings layered over video along with sound to produce a film that illustrates a real world problem, theme or issue of importance to the student.

**Evidence of Student Learning Collected:** Proposal, peer review and reflection, original film clips

**About Model Cornerstone Assessments:** MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

## ASSESSMENT TOOLS

	Above Standard	At Standard	Approaching Standard	Below Standard
<p><b>IDEA GENERATION</b> Research, storyboard, and propose an idea that conveys a message about improving their world. <b>MA:Cr1.1.1.HSI</b> Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.</p>	Student has formulated multiple ideas through extensive research and pitched a detailed proposal relating to their real world problem.	Student has formulated an idea through research and pitched a proposal relating to their real world problem.	Student has formulated an idea and prepared a storyboard; however the proposal may or may not be relating to a real world problem.	Student has partially formulated an idea; proposal is weak or unclear and/or may not be relating to a real world problem.
<p><b>PRODUCTION QUALITIES</b> Rotoscope technique Editing <b>MA:Pr4.1. HS.I</b> Integrate various arts, media arts forms and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.</p>	Student has completed an appealing and relevant rotoscoped animation that seamlessly integrates drawings layered over video edited and including sound and titles to produce a film that strongly and clearly illuminates a message.	Student has completed a rotoscoped animation that integrates drawings layered over video edited and including sound and titles to produce a film that aligns to a message.	Student has completed a rotoscoped film that inconsistently integrates drawings layered over video along with some editing to produce a film that attempts a message.	Student has partially layered drawings over video with little to no editing; message is unclear.
<p><b>PRESENTATION</b> Sharing and responding to feedback. <b>MA:Re9.1.1.a.</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.</p>	Student shared their film and analyzed the responses, demonstrating an in-depth reflection; with insightful and well supported interpretations and plans for refinement.	Student shared their film and collected responses; reflecting and comparing their choices to their peers' advice to assess the need for refinements.	Student shared their film with classmates and wrote a brief reflection.	Student shared their film with classmates; however failed to connect classmate responses to any needed refinements.

## ADDITIONAL RESOURCES

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- **Rotoscope Proposal form**
  - [Download](#)
- **Rotoscope Reflection form**
  - [Download](#)

## Illustrating the Process: Samples of Student Work

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### Task #1- Generating Ideas

**Standard: MA:Cr1.1.1.HSI a. Identify generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.**

In the first task, students researched the work of other artists by viewing examples of rotoscoping. They also researched possible themes to generate ideas, then created a proposal for their teacher's approval, illustrating their rotoscoping idea and message. In this student work sample, Student 1 proposes an idea for a short animation that shows a sleepy lamp desperately needing to be turned off as a metaphor for the need to conserve energy.

What is the concept of your film? What concern do you want to investigate or address?  
My message is to not waste energy.

How will you communicate your concern to your audience? What video footage will you shoot and what will you rotoscope on top of it?  
I will use a lamp with the light on. The lamp will have a rotoscoped face expressing how worn out it is. then a hand

Draw a frame of your rotoscope idea below: will appear to turn off the lights.



## Task #2 Production Qualities

In this portion of the MCA, students identified tools and resources, shot their source video and began rotoscoping. Finally, they completed their films by editing with titles and sound.

**Standard: MA:Pr4.1.HS.1 Integrate various arts, media arts forms and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.**

In this student work sample, Student 2 has completed their source video and rotoscoping, and added sound, however has not yet completed the final editing to add titles: [MA-RBR-IL-2-V](#)

## Task #3 - Presentation - Sharing & responding to feedback

In this portion of the MCA, students were asked to save their work to a shared platform for peer review. They then watched each others' films and offered feedback. The film's creator next reflected on the feedback, comparing their intended message to the message perceived by their audience and planning for improvements.

**Standard: MA:Pr6.1.HS.1. b. Evaluate and implement improvements in presenting media artworks considering personal and local impacts, such as the benefits for self and others.**

This student work sample illustrates peer feedback received by Student 3 on their Global Warming themed film clip:

Rotoscope Reflection

**Your Partner:**

What do you think is the meaning of this film?

Global Warming?

What clues give you ideas about the meaning of the film?

There is fire burning on the earth

Is there anything the animator could do to make their meaning more clear? If so, what would you suggest?

Maybe spread the fire a little more.

This student work sample illustrates Student 1's reflection and planning for improvements:

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**Your Reflection:**

What was the meaning of your rotoscope?

I wanted the lamp to look tired with low energy to portray a message to save electricity/energy.

Did your partner understand the meaning of your rotoscope?

I think they understood the surface level meaning, but not the underlying message.

What might you do differently based on the comments from your partner?

I could make the film longer to emphasize my point.

And here is Student 1's film clip, complete with titles and credits: [MA-RBR-II-1-V](#)

## **Additional Student Work Samples**

Click on the links below to view other student work in process: [MA-RBR-I-3-V](#)