

## Unit 1 - Getting started with Blender

### Lesson #1 - Introducing Blender

#### CG Cookie Videos Used in this Lesson

Blender Basics Chapter 1: Introducing Blender

These videos are part of the [Free Blender Basics download](#), or can be [streamed online here](#).

- Welcome to the Blender Basics Course! 1 min
- What is Blender 3D? 1 min
- Installing Blender 3D 5 min

#### Key Training

- Make sure students can access and able to open and close Blender.
- Explain what Blender is, what open-source software is, and why it's free.

#### Instructor Focus and Tips

- Watch the **Welcome to the Blender Basics Course!** and the **What is Blender 3D?** videos. Ideally on an overhead projector with the students. Start a class discussion on what are some of the things you can do with blender. Generate a list on the whiteboard of the students ideas of what Blender is and what it can do.
- Read the [Getting Started in Blender article](#).
- Explain what Blender is and why it's free. Explain open-source software.
- Show the Blender Foundation Website. Explain the version of Blender you are working with, and Blender's open movies. Show students what Blender can do by scrolling through the [Blender Foundation Features webpage](#). Do not spend a lot of time on this, just a give quick overview. As you move through the first couple of weeks of the class, go into more depth on these subjects. For the first week of class, I like to start each class with an open movie and talk about the history of Blender.

#### Student Activities and Assignments

- Have the students get in and out of Blender a couple of time. The primary focus of this lesson will be the students getting in and out of Blender.
- Assignment - Have the students make a screenshot of the Blender default screen and submit for review or grading. A skill they will be using throughout their time in Blender.

## Blender Terminology, Commands and HotKeys Introduced

- Blender.org and the 3D-pipeline.

## BellRinger Prompts and Ideas

- What is Blender and what can you do with it?

## Exit Ticket Prompts and Ideas

- How comfortable are you with opening and closing Blender?
- Have you ever used Blender before today?

## Learning Targets

- Student can explain what the Blender is and what it is used for.
- Student can open and close the Blender program.

## Extended Learning Activities

- Have the students download Blender at home or access it outside of the classroom. This is a great way to find out if your students have access to computers and software outside of the classroom. The next day after this lesson, create a Bellringer that asks if they were successful downloading and setting up Blender at home, and or did they create anything?

## Rubric

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
Open software and document work	Student cannot open software or document work.	Student can open software or document work with assistance	Student can open software or document work without assistance	Student can open software and document work without assistance

## Aligned Standards

### Standard 9: Exploring Careers and History of 3D Graphics and Animation

- **Objective 1: Identify various applications of 3D graphics and animations**
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  - o Indicator 1: Identify uses of 3D in Entertainment
  - o Indicator 5: Identify uses of 3D in Advertising
  - o Indicator 6: Identify uses of 3D in Graphic Design and Illustration
- **Objective 2: Develop career awareness related to working in the 3D graphics and animation industry.**
  - o Indicator 1: Identify personal interests and abilities related to 3D Graphics careers.
  - o Indicator 5: Identify 3D graphics and animation job titles, such as: Animator, Technical Director, Rigger, 3D Modeler, Lighter, Texture Artist, Special Effects.
  - o Indicator 6: Investigate career opportunities, trends, and requirements related to 3D graphics and animation careers.
  - o Indicator 8: Investigate trends associated with 3D graphics and animation careers.