//Animation 2D 3D & Visual Effects

Step 3
Applied Principles of Animation
Activity Sheet

Acquire 3D skills in your journey towards achieving mastery as a Special FX Technician, 3D Modeler, 3D Animator, or Motion Graphics Artist. Employers all agree it's more important to have a strong foundation in animation than to know a variety of tools and sometimes even advanced training—unless you get both—and you eventually will! An understanding of the principles of animation, combined with an emphasis on academics and creative communication skills is where the magic begins!

Prepare with Purpose | **Pursue** | **Persist** | **Polish** | **Produce** | **Problem-Solve** | **Perform** with Promise

GET THE JOB! IN THIS PHASE, YOU WILL master the following skills:

Animation Fundamentals:

Evaluates and utilizes industry standards for animation. This includes: Principles, cycles, etc.

Rendering:

Evaluates and selects appropriate rendering techniques to support projects. This includes: Settings, formats, etc.

A detailed checklist of skills you may be required demonstrate is provided on the following page.

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Creative Blitz Portfolio Challenge

Design the ultimate kid pull-toy

Project Guidelines—READ & PREPARE before starting

Creative Brief: Pull toy with "cause/effect"

Client: Instructor

Industry: Education (ages 1 – 3)

Project Goals: Design an awesome 3D pull-toy that has a "cause/effect" when pulled

Objectives:
- Toy should stimulate imagination, curiosity, and produce an effect, as a result of pulling toy.
- Pull toy should be unique, completely different from anything created previously.

Examples: Google "kid pull toy" and/or refer to your own past experiences to inspire you for this project.

Target Market:
Gender: M & F
Age: 1 - 3
Additional Info: Designed for children learning to walk, or those new to walking. Design must be "age-appropriate" ☺ and inspire joy as a reward of pulling.

Message:
Often pull toys have moving eyes, ears, tails, or other features that inspire curiosity and joy as a result of an action. Your challenge is to make learning fun and enjoyable for a child!

Initial reference ideas:
- Use Purple Duck as a pull toy that bobs his head, moves his mouth, flaps his wings, and/or rolls his eyes as he is pulled.
- YOU will need to find or sketch reference images to use as you model.
- Keep design **simple**
- Toy should have personality, appeal, and charm and be "branded" for marketing purposes.
- Stick with the Art Brush/Pencil character or something that inspires art
- Rolling drumset, walking fishing pole.
- Try not to venture beyond the scope of the course. For example, IF you later decide to specialize in animation, at that time you will learn more advanced animation techniques. This course was an introductory course over the basics, so keep it simple ☺

Technical requirements listed on following page

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Technical requirements:
- Deadline: 30 hours
- Length: 10- 20 seconds; intentionally plan your movie size/rate/format
- Your animation must incorporate at least **two** of the following shots/angles:
  - Wide/Establishing Shot
  - Close-Up Shot
  - Pan OR Zoom, use for emphasis, but sparingly
  - Extreme Close-Up Shot
  - Closing Shot
- Consider your animation a "promo" for your pull-toy. Consider explaining the characteristics, actions, and promote the qualities of your toy. An extended Introductory/Title Slide and/or Credits will not count in the overall length of the animation.
- Review rubric prior to starting for quality indicators for success
- **Storyboard**, including sketches and prototypes, camera angles, shots, script, explanation of branding – Pull Toy must have a name/theme for marketing purposes. All must be submitted and pre-approved *prior to beginning*. Ultimately, you will develop an advertising promo for your toy.
- **Motion Path** will be used to simulate pulling. There should be at least one animation that is generated as a result of following the path.
- Should include **audio** (Can be background music—must be royalty free; or recorded voice introduction, or both. Refer to class site for background music selections.)
- **Peer Reviews** completed by at least 3 peers, immediately after animatic, prior to starting final animation/story. (Instructor will assign at least one peer.)
- Use **IShowU** and/or **Grab and/or CMD+ SHIFT+4** to document development as well as advanced techniques used to develop pull toy.
- **Publish** animation as completed in phases to Behance, using the Work in Progress section to communicate regularly with your client to keep them updated.
- Prior to publishing, print & complete **self-evaluation** on rubric and submit **reflection**.
- Batch render and **optimize** to less than 1Mb; upload to YouTube as well as publish a link to your portfolio.
- Use **Grab** to get/save screen shots of the following items:
  - Good **file naming** scheme for your model parts.
  - Use Heads Up Display to provide a screen shot showing the **number of polygons, faces**, etc., of your model.
  - Any **formulas**, expressions, scripts, **set-driven keys**, **Connection Editor**, etc., must be shown and you should be able to explain associations.
  - **Grouping/Parenting** as shown in Outliner.
  - **Hypershade** assignments.
  - Show the **wireframe** topology; clean it up, if necessary.
- Save often and save **versions**; consider using these versions in IShowU/Grab documentation.
- Pull Toy should have personality, appeal, and charm, (See Instructor to check out **"How to Creat Characters w/Personality"** text; review Emotioneering document, Character Profile, etc.)
- Consider developing animation as a commercial/promo for pull toy—include titling, audio, appropriate transitions to sell your product.
- Schedule a meeting with client for final approval and payment.

Note:

A **bonus point** (subject to be multiplied by 5) may be awarded for inclusion and explanation of any additional formulas or if an appealing texture was created and utilized in design. Use **Grab** to document.

This is for a **Quack** award and will be featured in your portfolio to validate your skills. **Do your best** ☺

You are responsible for reviewing the rubric prior to beginning for additional requirements, and to be sure you earn all your points. During production, problem-solve and refine your design as needed to **submit an awesome project you will be proud of showcasing in your portfolio.**

Skill Requirements & Resources

The bottom line . . .

In order to receive credit and acquire skills that will help you succeed, complete assignments from the weekly milestones outlined below. You may be required to demonstrate these skills to your instructor, so be prepared. In addition to credit for competencies attained, your final course grade will reflect your productivity, so it's important you *don't slack--stay on track!*

On the following pages is a checklist that represents an exemplary project.

You will be evaluated in two categories:
1. Creative Skills
2. Technical Skills

A detailed breakdown of how you can achieve points in each category is included in the **rubric**. You must earn **all** the points in that category to achieve the indicated score. For example, if you want a 4 in the **Message** category within Creative Skills, all items measured must fall in the 4 category description; if one or more is a 4 and a few fall in the 3 category, you will be awarded 3 points.

NOTE: Earning 3 out of 4 points does not equate to a "B", but represents 75% of the total points available for that category.

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Creative Skills

- Message
  Story/Promo was evident, told in an engaging, **entertaining** manner, and was primary focus of animation. Story had a **beginning, middle, and an ending**. **No errors** in grammar, spelling, etc. Story is **appealing**, **fun**, and **engaging**. Message was entertaining, appropriate, achieved goals and provided sufficient details.

- Execution
  Superior execution; Work reflects **confidence** while engaging viewer with **visual qualities**. Work is entertaining and has a **"Wow"** factor; Results exceed expectations.

- Artistry
  Exceptional creative artistry resulting from well-informed decision-making and intention. (Planning, research, troubleshooting, etc.) Highly successful, **artistic use of the elements of design and application** of 2-D, 3D, animation, and/or graphic design principles and technical skills.

- Application/Delivery
  Successful **engagement** of target audience with experimentation and/or appropriate risk taking in most pieces—work is **imaginative**, and **inventive** and **showcases technical skills with creativity**. Creates an **emotional connection** to assets developed using a rich imagination, a strong sense of appeal, color, design, composition, and versatility. Successful **integration of artistry and storytelling with technology**.

- Originality
  All products developed show significant evidence of **originality** and are **unique**. Majority of content and ideas are fresh, original, and inventive. No **copyright** laws are violated.

Technical Skills

- Storyboard/Planning
  Story Structure, Storyboard sheets were detailed and included **script**, **camera angles/shots**, **props**. Story/Promo included characteristics and features of toy and it was appealing with **a call to action**. **You know little kids will all want one!** Storyboard completed, uploaded to **Behance**, & approved by client prior to starting. If required, **Animatic** completed prior to starting.

- Collaboration/Problem-Solving
  Peer reviews completed (*immediately* after animatic/storyboard). Revisions made based upon peer suggestions and self-evaluation *before* starting final. Student took initiative in **problem-solving** and correcting as needed, and was able to **explain revision and problem-solving** process to instructor. **Links to resources** used were shared with client and peers, including an explanation of their value. Community forums utilized for problem-solving and/or review of work. **Reflection** and **self-evaluation** completed and submitted. Reflection was grammatically correct, used paragraphs, answered all questions, and was appropriate to share with potential employer.

- Project Management/Communications
  Project was thoroughly planned & documented with client approval granted before starting. More than one update was published to **Behance** and **Basecamp**. Excellent explanation of the techniques used was provided. **Design process and techniques were documented** using Grab, CMD+SHFT+4 and/or IShowU, Multiple versions of work were saved. **Client was updated** weekly regarding progress and achievements. Project was delivered on time.

- Shots, Angles, File-Naming Scheme, Client Requirements Fulfilled
  - All criterion listed was represented. Story included a variety of **shots/angles**, including at least one of each:
    - Wide/Establishing Shot
    - Close-Up Shot
    - Pan/Zoom, use for emphasis, but sparingly
    - Extreme Close-Up Shot
    - Closing Shot
  - Grab or Screen shot shows **naming schemes** for assets, **filenames**, **layers**, **scenes**, **formulas/scripting**.
  - **All assets used are royalty-free** and **Credits** are incorporated.
  - Animation is unique, designed for **target market** and **met all objectives** specified.
  - **Length** of animation was within specified guidelines, not including a title or credits.
  - **Audio** was included.
  - Met established **deadline**. Design was not rushed, and was also completed on time. Time was taken to critique design and make improvements so that final version represents **student's best work**.

- Technical Requirements/Competencies
  Technical competence was demonstrated, with attention to detail. Animation/Design techniques employed exceeded a basic skill level. (Refer to **technical competencies list for specific course**.) Best Practices/Industry Standards were incorporated. Student could **compare techniques used to skills acquired** during instruction; explanation was thorough, and demonstrated **understanding**.

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Quack Award

It's time to do your very best work—this project will be featured in the Quack Award entries ☺

3D Pull Toy

Refer to the rubric and project guidelines for quality indicators.

Peer review
Prior to beginning, ask the instructor to assign a classmate to conduct periodic peer reviews.

Overview
Revision is an important part of the design process. In addition to conducting review and redesign cycles personally and with your client, using peer review can also be beneficial to your project. Peer review occurs in many professional environments, and it is an essential skill to starting learning.

When giving a peer review, be sure to **make both positive and negative points**. Give critiques as suggestions, not commands. When receiving peer review, do not feel disenchanted or think you did a bad job based on one review. Every review is different and what one person may not approve, the next person may find exemplary.

Once you have a draft developed of your project, have your assigned classmate read this document and review your work to give suggestions. They should also review it again before you present your final project to the instructor. They should use the Final Evaluation Grade Rubric form as a guide, and the form on the following page for comments.

Evaluatee:
Process for presenting work for peer review
• Ask the instructor to assign a peer for review purposes—you want a different, objective perspective
• When presenting your work for a peer review, state the purpose, audience, and goals of your project and point out any concerns you have.
• After someone else reviews your work, your first response should be to reiterate their suggestions, make sure you understand their comments, and ask for additional clarification, if needed.
• To conclude, have the student summarize the suggestions on the back side of this form, and start revising, as needed.

Evaluator:
Guidelines for giving comments and suggestions
• Before making any comments, review the goals of the project and then the entire project, making sure you understand the student's intentions.
• Point out the strengths as well as the weaknesses of the project (composition, storyboard, research, design, technical skills, timing, so on).
• Offer suggestions, not commands. For instance, do not say "You should do this...." Instead, use "I" statements: "I see that..." or "I'm confused about...."
• Be respectful and considerate of your peer's feelings. Do not say or write anything you wouldn't want to hear about yourself. There is no reason to be rude.
• Make sure your comments are clear and specific so your peer knows what you are referring to. Give specific examples and point to techniques, examples, script writing, and so on to make your point. (Comments such as "This is unclear" or "This is too vague" are too general to be helpful. Rather, make a comment such as "I'm confused by this scene because it seems out of place.")
• When you are writing your comments, reread them before giving them to your peer. **Make a list of at least three positive comments and a list of at least three suggested improvements**. Make sure your comments make sense and are easy to follow.
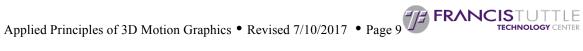
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Name: **Points Earned:**   **/40**

Applied Principles of Animation—Creative Blitz						
Category	Mastery 4	Aspiring 3	Practice 2	Needs Improvement 1	Points Received Self/Teacher	
Creative Skills						
Message	**Story/Promo** was evident, told in an engaging, **entertaining** manner, and was primary focus of animation. Story had a **beginning, middle, and an ending**. **No errors** in grammar, spelling, etc. Story is **appealing**, **fun**, and **engaging**. Message was entertaining, appropriate, achieved goals and provided sufficient details.	**Story/Promo** was evident, and was primary focus of animation. Story had a **beginning, middle, and an ending**. **No errors** in grammar, spelling, etc. Story has appealing components. Message was entertaining, appropriate, achieved goals, and provided sufficient details.	**Story/Promo** was evident, and was primary focus of animation. Story had a **beginning, middle, and an ending**. May have had an **error** in grammar, spelling, etc. Message was appropriate, achieved goals, and provided sufficient details.	**Story/Promo** was incomplete and/or not primary focus of animation. Story may have been lacking a **beginning, middle, and/or an ending**. **Errors** in grammar, spelling, etc. Message was appropriate, but needed more detail to achieve goal.		
Execution	Superior execution; Work reflects **confidence** while engaging viewer with **visual qualities**. Work is entertaining and has a **"Wow"** factor; Results exceed expectations. All products developed are very **creative**, **engaging**, and **appealing**. Excellent design principles have been applied.	Good execution; Work reflects **confidence** while engaging viewer with **visual qualities**. Work is entertaining. Most products developed are **creative**, **engaging**, and **appealing**. Good design principles have been applied.	Execution requires a little tweaking to be effective; Work reflects **confidence** and most parts are entertaining. Some products developed are **creative** and **engaging**. Design principles could be improved.	Execution requires revisions to be effective. Story is lacking **creativity** and/or needs more work to be **engaging**. Design principles are not followed and/or require revisions.		

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Artistry	**Exceptional** creative artistry resulting from well-informed decision-making and intention. (Planning, research, troubleshooting, etc.) Highly successful, **artistic use of the elements of design and application** of 2D, 3D, animation, and/or graphic design principles and technical skills.	**Emerging** creative artistry resulting from average decision-making and intention. (Planning, research, etc.) **Artistic use of the elements of design and application** of 2D, 3D, animation, and/or graphic design principles and technical skills.	Creative artistry may require a few improvements to be consistently evident. Decision-making and/or intention may need to be improved. **Application** of 2D, 3D, animation, and/or graphic design principles and technical skills may require tweaking.	Creative artistry is not evident and/or is below average. Effort lacks solid decision-making and/or intention. **Application** of 2D, 3D, animation, and/or graphic design principles and technical skills not effective and/or require revisions.		
Application and Delivery	Successful **engagement** of target audience with experimentation and/or appropriate risk taking in most pieces—work is **imaginative**, and **inventive** and **showcases technical skills with creativity**. Creates an **emotional connection** to assets developed using a rich imagination, a strong sense of appeal, color, design, composition, and versatility. Successful **integration of artistry and storytelling with technology**.	Successful **engagement** of target audience. Work is **imaginative**, and **inventive** and **showcases technical skills**. Creates an **emotional connection** to assets developed using a sense of appeal, color, design, composition, and versatility. **Integration of artistry and storytelling with technology is emerging**.	Designed for target audience; may require tweaking to be engaging. Work **provides evidence of technical skills**. May require revisions to develop an **emotional connection** to assets developed and/or improvements needed to enhance appeal, color, design, composition, and versatility qualities. Blending of **Artistry and storytelling with technology requires improvement**.	Not appropriate for target audience, and/or requires revisions to be engaging. Work does not consistently **provide evidence of technical skills**. Revisions are needed to develop an **emotional connection** to assets developed and/or to enhance appeal, color, design, composition, and versatility qualities. Blending of **Artistry and storytelling with technology is not evident**.		
Originality	Project shows significant evidence of **originality** and is **unique**. Majority of content and ideas are fresh, original, and inventive. No **copyright** laws are violated.	Work shows evidence of originality; portions may resemble existing designs and/or are not fresh, original, and/or inventive. No **copyright** laws are violated.	Efforts show evidence of some originality and imagination emerging; however, not unique. May have violated copyright laws.	Products developed are copied or very closely resemble existing products. May have violated copyright laws.		

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Technical Skills						
Storyboard and Planning	**Story Structure, Image Planes, Storyboard** sheets were detailed and included **script, camera angles/shots, props**. Story had a **beginning, middle, and an ending that featured a call to action,** with appeal and charm,. Storyboard completed, uploaded to **Behance**, & approved by client prior to starting. If required, **Animatic** completed prior to starting.	**Story Structure, Storyboard** sheets and **Image Planes** were prepared and included **script, camera angles/shots, props**. Story had a **beginning, middle**, and an **ending**. Storyboard completed, uploaded to **Behance**, & approved prior to starting. **Animatic** completed prior to final.	Storyboard lacked necessary information and/or details. Story did not support theme as primary focus. Storyboard/animatic not completed prior to starting. All uploaded to Behance for review.	Storyboard not completed prior to beginning and/or animatic not completed and/or not uploaded to Behance for review.		
Project Management and Communications	Project was thoroughly planned & documented with client approval granted before starting. More than one update was published to **Behance** and **Basecamp**. Excellent explanation of the techniques used was provided. **Design process and techniques were documented** using Grab and/or IShowU, Multiple versions of work were saved. **Client was updated** weekly regarding progress and achievements. Project was **delivered on time**.	Project was planned & documented with client approval granted before starting. At least one update was published to **Behance** and **Basecamp**. Adequate explanation of the techniques used provided. Documentation for **Design process and techniques could be improved.** Multiple versions of work were saved. **Client was updated** at least once regarding progress and achievements. Project **delivered within 2 days of due date.**	Project was planned before starting. No updates were published to **Behance** and **Basecamp**. An explanation of the techniques used was lacking. Multiple versions of work were saved. **Client was updated** at least once regarding progress and achievements. Project was **delivered within 1 week of due date**.	No evidence project was planned before starting. Client was unfamiliar with progress and achievements during design process. An explanation of the techniques used was lacking. Multiple versions of work were saved. **Client was updated** at least once regarding progress and achievements. Project was **delivered more than one week late.**		

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| Collaboration and Problem-Solving | At least 3 Peer reviews completed (*immediately* after animatic or storyboard). Revisions made based upon peer suggestions and self-evaluation *before* starting final.

Student took initiative in **problem-solving** and correcting as needed, and was able to **explain revision and problem-solving** process to instructor. **Explanation of some advanced techniques used was also included** in project or Behance for potential employers to view.

Community forums utilized for problem-solving and/or review of work. **Links to resources** used were shared with client and peers, including an explanation of their value.

Reflection and **self-evaluation** completed and submitted. Reflection was **grammatically correct**, used paragraphs, answered all questions, and was appropriate to share with potential employer. | At least **3 peer reviews** completed, but not prior to beginning; revisions made based upon suggestions and self-evaluation of project.

Problem-solving skills and **explanation of techniques used** were given, including an explanation of their value, but no links shared with classmates and/or techniques used not incorporated into project or Behance.

Reflection and **self-evaluation** completed and submitted. Reflection was grammatically correct, used paragraphs, answered all questions, and was appropriate to share with potential employer. | Less than **3 peer reviews** completed; revisions made based upon suggestions and self-evaluation of project.

Problem-solving skills and **explanation of techniques used** were given, including an explanation of their value, during evaluation, but explanation not necessarily incorporated into project or on Behance.

Reflection and **self-evaluation** completed and submitted, but may have had a few errors. | **Peer reviews not completed**. Design required revisions for improvements that were not made.

There was a lack of **problem-solving** and/or problem-solving skills need improvement and/or student couldn't explain problem-solving process.

Reflection and/or self-evaluation not completed before evaluation. | | |

Shots, Angles, File-Naming Scheme, Client Requirements Fulfilled	All criterion listed was represented. (Refer to Technical Score Sheet.) Story included a variety of **shots/angles**, including at least two of the following: • Wide/Establishing Shot • Close-Up Shot • Pan/Zoom, use for emphasis, but sparingly • Extreme Close-Up Shot • Closing Shot Grab or Screen shot shows **naming schemes** for assets, **filenames**, **layers**, **scenes**, and **formulas/scripting**. **All assets used are royalty-free** and **Credits** are incorporated. Animation/Promo is unique, designed for **target market** and **met all objectives** specified. **Length** of animation was within specified guidelines, (10 – 20 seconds,) not including title and credits. **Audio** was included, was at an appropriate level and quality, and enhanced promo. Met established **deadline**. Design was not rushed, and was also completed on time. Time was taken to critique design and make improvements so that final version represents **student's best work.**	Most criterion listed was represented. Story included a variety of **shots/angles**, including at least one of the following: • Wide/Establishing Shot • Close-Up Shot • Pan/Zoom, use for emphasis, but sparingly • Extreme Close-Up Shot • Closing Shot Grab or Screen shots may lack a few details. **All assets used are royalty-free**. Animation/Promo is unique, designed for **target market** and **met all objectives** specified. **Length** of animation was within specified guidelines. **Audio** was included and enhanced promo, but quality or levels could have been improved. Met established **deadline**. Design was not rushed, and was also completed on time. Time was taken to critique design and make improvements; however, final version does not represent **student's best work.**	Some criterion listed was represented. Story included a few different **shots/angles**, but a few more would have improved the story. Grab or Screen shots may lack a few details. **All assets used are royalty-free**. Animation/Promo is unique, designed for **target market** and **met most objectives** specified. **Length** of animation was within 10 seconds of specified guidelines. **Audio** didn't really enhance promo, and/or quality needed improvement. Met established **deadline within 5 days**. Design was rushed and time was not taken to critique design or make improvements.	No criterion listed was represented. Story was told from the same angle/shot. Grab or Screen shots were not taken. **Most assets used are royalty-free**. Animation/Promo is unique, designed for **target market** and **met most objectives** specified. **Length** of animation was not close to specified guidelines. **Audio** was not included. Failed to deliver within 1 week of due date. Design requires improvements.		

Technical Requirements and Competencies	The **technical competence** of the work is generally excellent; materials and media are used effectively to express ideas. **Attention to detail** is outstanding. **Best Practices** are consistently followed for Industry Standards and Techniques. Animation/Design techniques employed demonstrate an excellent level of achievement. (Refer to **technical competencies list for specific course and score**. 90%+) Student could **compare techniques used to skills acquired** during instruction. Excellent, thorough **explanations** of the **techniques and/or tools used**, and/or a **demonstration of the process** for development of assets, and/or the **progress of the work completed**, **before/after** shots, etc., was included and **enhanced the submission**, and demonstrated **understanding**.	The **technical competence** of the work is strong; materials and media are used well to express ideas. **Attention to detail** is evident. Many **Best Practices**/Industry Standards were incorporated. Animation/Design techniques employed were at an appropriate skill level. (Refer to **technical competencies list for specific course and score**. 80%+) Student could **compare most techniques used to skills acquired** during instruction. **Explanations** of the techniques and/or tools used, and/or a demonstration of the process for development of assets, and/or the progress of the work completed, before/after shots, etc., were included.	The work demonstrates **good technical competence** and use of materials and media; technical aspects and articulation of ideas do not always work together. **Attention to detail** is evident in most works submitted. **Best Practices** are followed for Industry Standards and Techniques for most works submitted. Technical competence is emerging. Animation/Design techniques employed were at a basic skill level. (Refer to **technical competencies list for specific course and score**. 70%+) Student could **compare most techniques used to skills acquired** during instruction. **Explanations** of the techniques and/or tools used, and/or a demonstration of the process for development of assets, and/or the progress of the work completed, before/after shots, etc., were verbal.	The work shows moderately successful use of the elements of design; the application of **good design principles** is emerging or limited in scope. **Attention to detail** is not evident in most works submitted. **Best Practices** are either not followed for Industry Standards and Techniques and/or no evidence of such was provided for most works submitted. Animation/Design techniques require practice and were below a basic skill level. (Refer to **technical competencies list for specific course and score**. Less than 70%) Student was unable to **compare most techniques used to skills acquired** during instruction. **Explanations** of the techniques and/or tools used, and/or a demonstration of the process for development of assets, and/or the progress of the work completed, before/after shots, etc., was not included.		

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Applied Principles of Animation—Technical Competencies

Skill	Y/N
Animation Fundamentals Demonstrate the principles of animation Squash/Stretch Timing/Weight Archs Secondary Animation Anticipation Follow Thru/Overlap	
Conform to appropriate naming schemes/conventions.	
Originate and/or gather concept art, assets, image planes, character sketches, environment sketches, and storyboard/animatic information.	
Determine appropriate use of action and planning of shots in a storyboard.	
Use digital tools, i.e., cameras, writing tablets, for researching, planning, development, and/or revision of content for animations.	
Rendering Demonstrate/Explain the following File formats: AVI, FLV, MOV, MPEG, TGA Render Settings/Exporting	
Animation Fundamentals (Completed at 80% or above. Retake, if needed)	
PluralSight Course Test (Completed at 80% or above. Retake, if needed)	
Maya Fundamentals (Completed at 80% or above. Retake, if needed)	
Maya Fundamentals During this portion, you can pull up files previously completed, and explain where/how these techniques were applied, or you may be asked to perform some of these tasks from scratch. While you may not be an expert in these areas you should demonstrate an understanding of them.	
Within Maya, demonstrate/explain the following:	
Viewport/Interface/Image Planes	
Creating/Transforming objects/Attribute Editor	
Outliner/Grouping/Parenting	
Modeling Techniques	
Textures/Bump Maps/Ramp Shaders/UVs	
Mirroring/Rigging Techniques	
Keyframe Animation/Graph Editor	
Expressions	
Path Animation	
Cameras-- Frame the shot to achieve the desired effect; Produce and determine appropriate shots to further the narrative flow.	
Lighting Techniques-- Use lighting to set the mood for a story.	
Dynamics	
Rendering Techniques	
Total—22 points possible:	

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