



# // Animation & Visual Effects

## Step 4 Motion Graphics and Visual Effects Activity Sheet

This is the FINAL step in achieving mastery as a **Special FX Technician**; and this is also a prerequisite for continuing to advance your skills as a Character Design Illustrator, 2D Animator, 3D Modeler, 3D Animator, or Motion Graphics Artist. It's time to step it up to the next level—graphics, models, and animations can be extended through Motion Graphics and Visual Effects, providing for more versatility and ingenuity.

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

- Sound:** Adopt habits and techniques for blending audio with animations. This includes: formats, syncing, etc.
- Production Standards—Motion Graphics:** Adopt habits to support industry-standard Motion Graphics requirements and solve challenges. These standards should be applied to real-world unpredictable situations and include: requirements, complexity, media & file formats and delivery output, interlacing, progressive scans, motion graphics--action/title safe, colors, etc.
- Effects:** Utilize appropriate techniques and effects to support projects according to industry standards. This includes: color correction, modification effects, keying, etc.

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

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



# Creative Blitz Portfolio Challenge

Develop an exciting program promo

Project Guidelines—**READ & PREPARE** before starting

**Creative Brief: Personal Skills/Program Promotion**

**Client: Instructor**

**Industry: (Prospective students/parents/sending schools)**

**Project Goals:** Develop a promo for your program. Educate potential students, parents, and sending schools about training opportunities and experiences that can be gained by attending Francis Tuttle! But we *don't want to just provide generic information about the program—we want it to be more personal!* You are to **showcase the skills you have acquired this year through participation in the program.** “Check out all the skills I have, the experiences and growth of me as an individual this year, and by the way, I was enrolled in this cool program—let me tell you how you can get involved!”

**Objectives:**



Message should include the following:

- Who, What, Where, When, Why
- How to enroll/Where to enroll
- Preview of training opportunities and experiences—**showcase your own!** Done correctly, this could be an excellent beginning to your portfolio.
- Be written to inspire students to take action NOW to enroll

**Date:** Must enroll by Summer, 2018

**Target Market:**

Gender: M & F

Age: 15 - adult

Potential students, parents, and sending school counselors

**Theme/Common Message:**

Develop INCREDIBLE Skills; Develop epIK Skills; Animate Your Future; OR other you determine and have pre-approved by instructor.

**Initial reference ideas:**

- Select appropriate, upbeat royalty-free music
- Write a script that has energy and is personalized to highlight your achievements
- Consider **Kinetic Typography** for a style! View example:  
<https://www.youtube.com/watch?v=rQMg5IE8Ebw>

**Technical requirements listed on following page**



## Technical requirements:

- Before starting, document your plan for completion of this project in Basecamp. Include dates, phases, etc.
- Review course tools & resources on class site.
- Deadline: 30 hours
- Length: 30 - 60 seconds; Promo must utilize different angles and shots. Pan/Zoom for emphasis, but sparingly, allowing enough time for viewing.
- Approximately half of the video should showcase your achievements and skills;** the remaining can be informative about the program – how to enroll, benefits, etc.
- Review rubric prior to starting for quality indicators for success.
- Use Photoshop/Illustrator/Flash/Maya/After Effects/Animate/Unity to create assets that can be incorporated into promo.
- You may use a variety of media and techniques, including stop-motion, motion capture, video, 3D modeling, 2D animations and scenes, play-doh, sock puppets, Unity 3D, etc.
- Prior to starting*, develop a detailed story structure plan, storyboard, (use either form provided,) script, and message that inspires students to register. All must be pre-approved by instructor before beginning work.
- Your Trailer must incorporate at least two of the following shots/angles:
  - Wide/Establishing Shot
  - Close-Up Shot
  - Pan OR Zoom, used for emphasis, but sparingly
  - Extreme Close-Up Shot
  - Closing Shot
- Peer Reviews** completed by at least 3 peers, immediately after draft, *prior to starting final* (ask instructor to assign at least one peer)
- Use **IShowU** and/or **Grab** to document development as well as interactivity and/or advanced techniques used tell story, limited to 2’.
- Publish** trailer, as completed in phases to Behance, using the Work in Progress section to communicate regularly with your client to keep her updated.
- Prior to publishing, print & complete **self-evaluation** on rubric and submit **reflection**.
- Message should be entertaining, inspirational, positive, informational; appropriate for education.
- Audio should be pre-planned, but will be added after the fact as a voice-over. (Did you write a **script**?) You may also select appropriate, royalty-free background music. (See resources in Basecamp.)
- All aspects of message must be grammatically correct.
- You must incorporate **at least two of the following: special effect, green screen, tracking, rotoscoping, game interface or other motion graphics technique you have pre-approved** from instructor.
- Any graphics or other assets used that you do not develop yourself may come from <http://www.photospin.com> or other royalty-free source. Refer to our class site for resources.
- Story must include **credits – including, by Pixl Crew Productions.**
- Schedule a meeting with the 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 formulas or scripting incorporated into trailer.



This is for a **Quack** award and will be featured in your portfolio. **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.**



**Project Resources: (More on class site.)**

- Fonts: <http://www.dafont.com>
- Music: <http://www.freeplaymusic.com>
- Graphics: <http://www.photospin.com>
- Tips for Writing and Editing, Words that Sell, Ad Design Themes, <http://patsula.com/businessplanguides/>



# 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.



### Creative Skills

- **Message**  
Story was evident **and personalized**, 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 had a **beginning, middle, plot, character** with appeal and charm, **conflict, theme**, appropriate **setting**, and an **ending**. 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 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.
  - 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**.



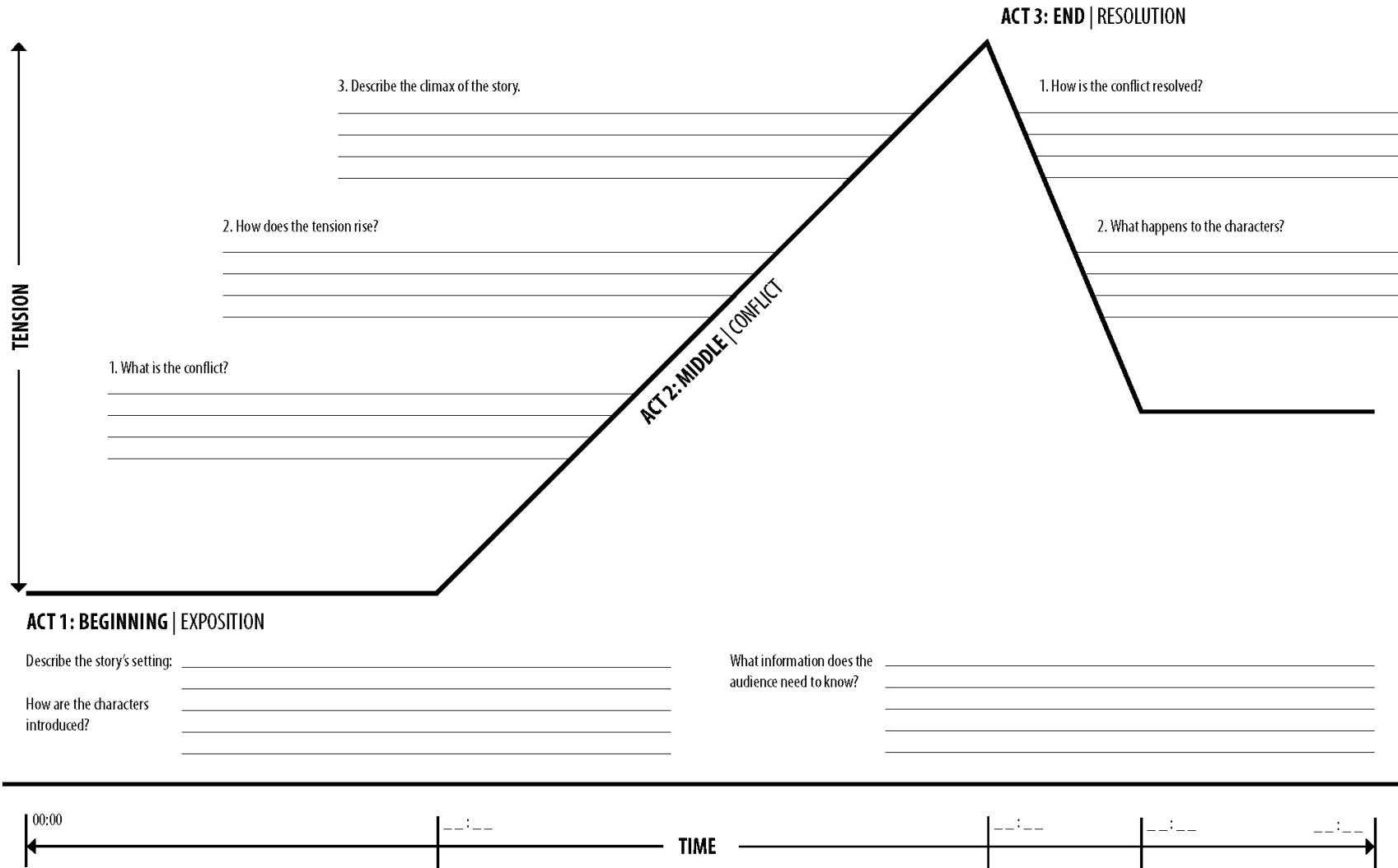
# Flash Cinematic Techniques | Story Structure Worksheet

NAME \_\_\_\_\_

CHARACTERS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

THEME / GENRE \_\_\_\_\_

TIME PERIOD \_\_\_\_\_





**NAME:**

**SHOT NUMBER:**

SHOT TYPE: \_\_\_\_\_  
CAMERA MOVEMENT: \_\_\_\_\_  
ACTION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
AUDIO: \_\_\_\_\_  
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**SHOT NUMBER:**

SHOT TYPE: \_\_\_\_\_  
CAMERA MOVEMENT: \_\_\_\_\_  
ACTION: \_\_\_\_\_  
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**SHOT NUMBER:**

SHOT TYPE: \_\_\_\_\_  
CAMERA MOVEMENT: \_\_\_\_\_  
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**SHOT NUMBER:**

SHOT TYPE: \_\_\_\_\_  
CAMERA MOVEMENT: \_\_\_\_\_  
ACTION: \_\_\_\_\_  
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\_\_\_\_\_  
AUDIO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Alternate Storyboard Template (Script must accompany)

NAME/TITLE: \_\_\_\_\_

NOTES/CAMERA ANGLES	ILLUSTRATION	PROPS/SOUNDS/FX

Instructor Approval/Date: \_\_\_\_\_



# 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 disenchanting 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, upload it to Behance, have your assigned classmate read this document and review your work to give suggestions. It's a good idea if you have someone review it again before you present your final project to the client. They should use the Final Evaluation Grade Rubric form as a guide.

## 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. If it will improve your project, incorporate these ideas into your final design.
- Solicit at least four more peers for reviews.

## 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.** Share these comments in the appropriate section of Behance, where the draft is published. Make sure your comments make sense and are easy to follow.



Name:

Points Earned: /40

Motion Graphics & Visual FX—Creative Blitz					
Category	Mastery 4	Aspiring 3	Practice 2	Needs Improvement 1	Points Received Self/Teacher
<b>Creative Skills</b>					
<b>Message</b>	<p>Story was evident, told in an engaging, <b>entertaining</b> manner, and was primary focus of animation. Story had a <b>beginning, middle, and an ending. No errors</b> in grammar, spelling, etc. Story is <b>appealing, fun, and engaging.</b></p> <p>Message was <b>Creative and personalized, with approximately half of the video highlighting personal skills and achievements from a unique perspective—not just assignments,</b> entertaining, appropriate, achieved goals and provided sufficient program details.</p>	<p>Story was evident, and was primary focus of animation. Story had a <b>beginning, middle, and an ending. No errors</b> in grammar, spelling, etc. Story has appealing components.</p> <p>Message was <b>personalized from a unique perspective,</b> entertaining, appropriate, achieved goals, and provided sufficient program details.</p>	<p>Story was evident, and was primary focus of animation. Story had a <b>beginning, middle, and an ending.</b> May have had an <b>error</b> in grammar, spelling, etc.</p> <p>Message was <b>personalized</b> and appropriate; achieved goals, and provided sufficient details.</p>	<p>Story was incomplete and/or not primary focus of animation. Story may have been lacking a <b>beginning, middle, and/or an ending. Errors</b> in grammar, spelling, etc.</p> <p>Message was appropriate, but needed more detail or personalization to achieve goal.</p>	
<b>Execution</b>	<p>Superior execution; Work reflects <b>confidence</b> while engaging viewer with <b>visual qualities.</b> Work is entertaining and has a “<b>Wow</b>” factor; Results exceed expectations.</p> <p>All products developed are very <b>unique, creative, engaging, and appealing.</b></p> <p>Excellent design principles have been applied.</p>	<p>Good execution; Work reflects <b>confidence</b> while engaging viewer with <b>visual qualities.</b> Work is entertaining.</p> <p>Most products developed are <b>unique, creative, engaging, and appealing.</b></p> <p>Good design principles have been applied.</p>	<p>Execution requires a little tweaking to be effective; Work reflects <b>confidence</b> and most parts are entertaining.</p> <p>Some products developed are <b>unique, creative and engaging.</b></p> <p>Design principles could be improved.</p>	<p>Execution requires revisions to be effective.</p> <p>Story is lacking <b>creativity, personal work,</b> and/or needs more work to be <b>engaging.</b></p> <p>Design principles are not followed and/or require revisions.</p>	



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



## Technical Skills

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



<p><b>Collaboration and Problem-Solving</b></p>	<p><b>At least 3 Peer reviews</b> completed (<i>immediately</i> after animatic or storyboard). Revisions made based upon peer suggestions and self-evaluation <b>before</b> starting final.</p> <p>Student took initiative in <b>problem-solving</b> and correcting as needed, and was able to <b>explain revision and problem-solving</b> process to instructor. <b>Explanation of some advanced techniques used was also included</b> in project or Behance for potential employers to view.</p> <p>Community forums utilized for problem-solving and/or review of work. <b>Links to resources</b> used were shared with client and peers, including an explanation of their value.</p> <p><b>Reflection and self-evaluation</b> completed and submitted. Reflection was <b>grammatically correct</b>, used paragraphs, answered all questions, and was appropriate to share with potential employer.</p>	<p>At least <b>3 peer reviews</b> completed, but not prior to beginning; revisions made based upon suggestions and self-evaluation of project.</p> <p>Problem-solving skills and <b>explanation of techniques used</b> were given, including an explanation of their value, but no links shared with classmates and/or techniques used not incorporated into project or Behance.</p> <p><b>Reflection and self-evaluation</b> completed and submitted. Reflection was grammatically correct, used paragraphs, answered all questions, and was appropriate to share with potential employer.</p>	<p>Less than <b>3 peer reviews</b> completed; revisions made based upon suggestions and self-evaluation of project.</p> <p>Problem-solving skills and <b>explanation of techniques used</b> were given, including an explanation of their value, during evaluation, but explanation not necessarily incorporated into project or on Behance.</p> <p><b>Reflection and self-evaluation</b> completed and submitted, but may have had a few errors.</p>	<p><b>Peer reviews not completed.</b> Design required revisions for improvements that were not made.</p> <p>There was a lack of <b>problem-solving</b> and/or problem-solving skills need improvement and/or student couldn't explain problem-solving process.</p> <p><b>Reflection and/or self-evaluation</b> not completed before evaluation.</p>		
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<p><b>Shots, Angles, File-Naming Scheme, Client Requirements Fulfilled</b></p>	<p>All criterion listed was represented. (Refer to Technical Score Sheet.) Story included a variety of <b>shots/angles</b>, including at least two of the following:</p> <ul style="list-style-type: none"> <li>• Wide/Establishing Shot</li> <li>• Close-Up Shot</li> <li>• Pan/Zoom, use for emphasis, but sparingly</li> <li>• Extreme Close-Up Shot</li> <li>• Closing Shot</li> </ul> <p>Grab or Screen shot shows <b>naming schemes</b> for assets, <b>filenames</b>, <b>layers</b>, <b>scenes</b>, and <b>formulas/scripting</b>.</p> <p><b>All assets used are royalty-free</b> and <b>Credits</b> are incorporated.</p> <p>Animation is unique, designed for <b>target market</b> and <b>met all objectives</b> specified.</p> <p><b>Length</b> of animation was within specified guidelines, with at least half of promo emphasizing personal works and achievements.</p> <p>Met established <b>deadline</b>. Design was not rushed, and was also completed on time. Time was taken to critique design and make improvements so that final version represents <b>student's best work</b>.</p>	<p>Most criterion listed was represented. Story included a variety of <b>shots/angles</b>, including at least one of the following:</p> <ul style="list-style-type: none"> <li>• Wide/Establishing Shot</li> <li>• Close-Up Shot</li> <li>• Pan/Zoom, use for emphasis, but sparingly</li> <li>• Extreme Close-Up Shot</li> <li>• Closing Shot</li> </ul> <p>Grab or Screen shots may lack a few details.</p> <p><b>All assets used are royalty-free.</b></p> <p>Animation is unique, designed for <b>target market</b> and <b>met all objectives</b> specified.</p> <p><b>Length</b> of animation was within specified guidelines, with at least half of promo emphasizing personal works and achievements.</p> <p>Met established <b>deadline</b>. 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 <b>student's best work</b>.</p>	<p>Some criterion listed was represented. Story included a few different <b>shots/angles</b>, but a few more would have improved the story.</p> <p>Grab or Screen shots may lack a few details.</p> <p><b>All assets used are royalty-free.</b></p> <p>Animation is unique, designed for <b>target market</b> and <b>met most objectives</b> specified.</p> <p><b>Length</b> of animation was within 10 seconds of specified guidelines, with at least half of promo emphasizing personal works and achievements.</p> <p>Met established <b>deadline within 5 days</b>. Design was rushed and time was not taken to critique design or make improvements.</p>	<p>No criterion listed was represented. Story was told from the same angle/shot.</p> <p>Grab or Screen shots were not taken.</p> <p><b>Most assets used are royalty-free.</b></p> <p>Animation is unique, designed for <b>target market</b> and <b>met most objectives</b> specified.</p> <p><b>Length</b> of animation was not close to specified guidelines.</p> <p>Failed to deliver within 1 week of due date. Design requires improvements.</p>		
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<p><b>Technical Requirements and Competencies</b></p>	<p>The <b>technical competence</b> of the work is generally excellent; materials and media are used effectively to express ideas.</p> <p><b>Attention to detail</b> is outstanding.</p> <p><b>Best Practices</b> are consistently followed for Industry Standards and Techniques.</p> <p>Animation/Design techniques employed demonstrate an excellent level of achievement. (Refer to <b>technical competencies list for specific course and score</b>. 90%+)</p> <p>Student could <b>compare techniques used to skills acquired</b> during instruction.</p> <p>Excellent, thorough <b>explanations</b> of the <b>skills acquired, techniques and/or tools used, and/or a demonstration of the process</b> for development of assets, and/or the <b>progress of the work completed, before/after</b> shots, etc., was included and <b>enhanced the submission</b>, and demonstrated <b>understanding</b>.</p> <p>Royalty-free audio included; quality is <b>clear</b>, at an appropriate <b>volume and pace and enhances the message</b>. No grammatical errors. Script provides excellent details.</p>	<p>The <b>technical competence</b> of the work is strong; materials and media are used well to express ideas.</p> <p><b>Attention to detail</b> is evident.</p> <p>Many <b>Best Practices/Industry Standards</b> were incorporated.</p> <p>Animation/Design techniques employed were at an appropriate skill level. (Refer to <b>technical competencies list for specific course and score</b>. 80%+)</p> <p>Student could <b>compare most techniques used to skills acquired</b> during instruction.</p> <p><b>Explanations</b> of the <b>skills acquired, techniques and/or tools used, and/or a demonstration of the process</b> for development of assets, and/or the progress of the work completed, before/after shots, etc., were included.</p> <p>Royalty-free audio included; quality is <b>clear</b>, at an appropriate <b>volume and pace</b>. No grammatical errors. Script provides appropriate details.</p>	<p>The work demonstrates <b>good technical competence</b> and use of materials and media; technical aspects and articulation of ideas do not always work together.</p> <p><b>Attention to detail</b> is evident in most works submitted.</p> <p><b>Best Practices</b> are followed for Industry Standards and Techniques for most works submitted.</p> <p>Technical competence is emerging.</p> <p>Animation/Design techniques employed were at a basic skill level. (Refer to <b>technical competencies list for specific course and score</b>. 70%+)</p> <p>Student could <b>compare most techniques used to skills acquired</b> during instruction.</p> <p><b>Explanations</b> 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.</p> <p>Royalty-free audio included; quality is <b>fair</b>, at an appropriate <b>volume and pace</b>. No grammatical errors. Script is lacking.</p>	<p>The work shows moderately successful use of the elements of design; the application of <b>good design principles</b> is emerging or limited in scope.</p> <p><b>Attention to detail</b> is not evident in most works submitted.</p> <p><b>Best Practices</b> are either not followed for Industry Standards and Techniques and/or no evidence of such was provided for most works submitted.</p> <p>Animation/Design techniques require practice and were below a basic skill level. (Refer to <b>technical competencies list for specific course and score</b>. Less than 70%)</p> <p>Student was unable to <b>compare most techniques used to skills acquired</b> during instruction.</p> <p><b>Explanations</b> 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.</p> <p>Royalty-free audio included, but improvements are needed. No Script provided.</p>	
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## Motion Graphics & Visual FX—Technical Competencies:

Skill	Y/N
<p><b>Sound (1 point each)</b>            Demonstrate the following                Lip Synching                Removing a hum, changing the volume, fade in/out, panning                Making a voice over                Add background music in After Effects                Identify various sound file formats</p>	
<p><b>Effects (1 point each)</b>            Demonstrate/Explain the following                File formats: AVI, FLV, MOV, MPEG                Standards – capacity of DVD                Render Settings/Exporting; common resolution formats and frame rates                Puppet Tool                Masks/Mattes                Blend Modes</p>	
<p><b>PluralSight Tests &amp; Course Certificates (Must score 80% or +; Retake, if needed.)</b></p>	
<p><b>Production Standards – Motion Graphics</b>            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.</p>	
<p><b>Within After Effects/Unity, demonstrate/explain the following:</b></p>	
<p>    Planning/Setting up a Unity project</p>	
<p>    Final Unity Project – demonstrate what you did and what you learned?</p>	
<p>    Take Charge! Pull up your completed projects—what did you do/learn?</p>	
<p>    Expressions: Pull up one that you used and explain how it works</p>	
<p>    Explain Rendering Techniques/Delivery Formats</p>	
<p>    Explain Field of View and Lens Types</p>	
<p>    Explain keying – types, when to use, etc.</p>	
<p>    Explain alpha channels</p>	
<p>    Explain compositing</p>	
<p>    Demonstrate parenting, null objects, and tracking</p>	
<p>    Demonstrate lighting techniques</p>	
<p>    Demonstrating retiming videos – Time Remapping/Timewarp</p>	
<p>    Demonstrate Cinema 4D Lite within After Effects; explain interface, uses, techniques</p>	
<p>    Demonstrate Keylight and the Rotobrush tools</p>	
<p><b>26 Total Points:</b></p>	



Congrats! Many of you have completed all the requirements for the Special FX Technician career major. Please evaluate yourself on the following document, print, and discuss with your instructor.

## Special FX Technician Skills and Competencies

- 4 – Mastery | Skilled: Consistently meets or exceeds expectations and can perform independently**
- 3 – Aspiring | Moderately Skilled: Meets expectations but may need assistance**
- 2 – Practice | Limited Skill: Expectations covered, will need assistance or additional training**
- 1 - No Exposure or Not Observed**

Using the scale above, evaluate yourself on the following:

\_\_\_\_\_ **Graphic Design**

\_\_\_\_\_ **2D Animation**

\_\_\_\_\_ **3D Graphics**

\_\_\_\_\_ **Motion Graphics**

\_\_\_\_\_ **Visual Design & Planning**

- Create an emotional connection to the story's theme using a rich imagination, a strong sense of appeal, color, design, composition, and the versatility to conceptualize visually in a variety of techniques and styles.
- Possess exceptional storyboarding techniques that inspire the imagination and result in the development of characters with personality and appeal, captivating environments and settings, and great plots.
- Explore all possible options for creating the look and appeal of a character, setting, environment, and/or props.

\_\_\_\_\_ **Artistry & Imagination**

- Translate story ideas into visual sequences to convey the essence of storyline, scene structure, character emotion, and action.
- Create entertaining and visually stimulating new environments through visual cues and artistic expression.
- Bring memorable characters to life; create exciting and believable worlds that inspire and entertain audiences around the world.

\_\_\_\_\_ **Managing & Problem-Solving**

- Consistently exhibit self-motivation, good communication and creative problem-solving skills, and a LEGENDARY team-player attitude. Must be able to conduct one's self accordingly in a professional setting. Demonstrate PASSION for learning and expanding knowledge of 3D skills, techniques and tools.

**Average Rating:**

