Step 7—Motion Graphics Artist

Advanced Motion Graphics and Digital Compositing
Activity Sheet

You’ve mastered skills as a 3D Animator and are now moving into the realm of advanced motion graphics. Challenge yourself to extend your skills beyond average and entirely redefine reality!

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

Camera Orientation:
Analyze and select suitable techniques for camera orientation to fulfill project goals. This includes: Placement, FOV techniques; movements; match-moving, etc.

Motion Design Techniques:
Adopts motion design techniques to support industry-standards. These techniques can be applied to real-world unpredictable situations and include: Color, typography, layout & animate according to storyboard, layering to achieve depth, blend modes, alpha channels, masks, principles of animation, channels & apps, Z depth, masks & mattes, motion blur, compositing, formats, etc.

Finishing:
Evaluates and selects appropriate finishing techniques to support projects. This includes: Lighting, texturing, shadows, transparency, etc.

Prepare with Purpose | Pursue | Persist | Polish | Produce | Problem-Solve | Perform with Promise
Competencies Checklist:
Demonstrate the skills you need to get the job!

Camera Orientation
- Analyze and select suitable techniques for camera orientation to fulfill project goals. This includes: Placement, FOV techniques; movements; match-moving, etc.
  - Select appropriate camera orientation, lens types, field of views, angles and movements.
  - Select appropriate camera movements including dolly, motion path and tracking, pan, zoom, etc.
  - Work with match moved camera file.

Motion Design Techniques
- Adopts motion design techniques to support industry-standards. These techniques can be applied to real-world unpredictable situations and include: Color, typography, layout & animate according to storyboard, layering to achieve depth, blend modes, alpha channels, masks, principles of animation, channels & apps, Z depth, masks & mattes, motion blur, compositing, etc.
  - Composite 3D motion graphics into video.
  - Create/manipulate keyframes: move, delete, slopes, ease, etc.
  - Perform advanced tracking and stabilization techniques.
  - Incorporate advanced editing techniques and superimpose images.
  - Understand blend modes, alpha channels, and masks—add, difference, multiply, screen, etc.
  - Inspect channels and their applications: alpha, RGB, Z-Depth.
  - Understand masks and mattes (creation, modification, manipulation) and their applications.
  - Incorporate motion blur, when appropriate.
  - Utilize layering to achieve depth: background, midground, foreground.
  - Understand the 12 principles of animation and how it relates to motion graphics.
  - Composite multi-layer images, (ambient, depth, diffuse, occlusion, reflection, shadow, specular.)
  - Select from a variety of techniques and tools to achieve advanced motion tracking, stabilization, and rotoscoping.
  - Select from a variety of tools to achieve goals for motion graphics, including interactivity.
  - Utilize pre-rendering techniques.
  - Utilize motion paths and tracking techniques to enhance animations and motion graphics.
  - Perform advanced editing functions for visual effects using After Effects, Cinema 4D, Unity, Motion Builder, and Maya software; keying, color correction, masks, mattes, lighting, special effects.
  - Demonstrate proficiency using 3rd party plug-ins for motion design software.
  - Demonstrate proficiency in developing professional motion graphics for film, games, and/or industry using Motion Builder and After Effects software.
  - Determine appropriate scripting techniques within After Effects and/or Unity 3D.
  - Employ advanced techniques for compositing and match-moving.

Finishing
- Evaluates and selects appropriate finishing techniques to support projects. This includes: Lighting, texturing, shadows, transparency, etc.
  - Determine appropriate lighting techniques for the project.
  - Create objects or characters that appear lifelike by manipulating light, color, texture, shadow, and transparency and/or manipulating static images to give the illusion of motion using visual effects through Maya 3D, Cinema 4D, Unity and/or After Effects software.
  - Evaluate how different light sources affect a scene or object and create effective lighting.
  - Composite multi-layer images, (ambient, depth, diffuse, occlusion, reflection, shadow, specular).
  - Export 3D Animations for a variety of applications, device, delivery formats, etc.
Resources and Skill Mastery

What
Advance your skills as a motion graphics artist to include rotoscoping and digital compositing.

Objective:
Students will develop digital compositing skills and techniques for advanced visual effects as they work with professional, comprehensive software designed to achieve superior results for motion graphics and visual effects.

Why
Challenge yourself to extend your skills beyond average and entirely redefine reality!

How
Instruction:
Stereoscopic 3D Workflow
Advanced MotionGraphics, Digital Compositing, & Scripting
Matchmoving & Motion Tracking
Delivery Formats/Optimization

College Credit: 3DAV-AMGDC 9496
Oklahoma’s Promise: Approved for 1 Technology Credit 8156 Advanced Digital Animation
Certifications: ODCTE Media Production: Motion Graphics Artist Adobe Certified Expert: After Effects
Creative Blitz Portfolio Challenge
3D Animation & Visual FX Program Promo--Demonstrate your advanced motion graphics and digital compositing skills--dazzle!

Project Guidelines—READ & PREPARE before starting

Creative Brief: You write a proposal for this project that contains the information below.

Client: Dana Myers

Industry: Education

Project Goals: You write these. Use back side, if needed.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
6. __________________________________________________________________________

Objectives: You write these. Use back side, if needed.

• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________

Target Market: Prospective students and parents

Additional Info: All ideas must be detailed in our proposal and pre-approved before starting. All must be “school and Mrs. Myers” appropriate. © Combine all the skills you’ve learned to date—you have a variety of tools and resources at your disposal.

Message:
You determine message to promote our 3D Animation & Visual FX training program – it is as important as the skills you will demonstrate!
Initial reference ideas:
Highlight various features of the program, suggestions include –
- **Tools & Technology**
- **Your favorite part about the program**
- **Program format**
- **Opportunities**
- **Business Professionals of America**
- **College Credit**
- **Pixl Crew**
- **Quack Awards**

Check out our site, [http://www.animatedfuture.com/prog.html](http://www.animatedfuture.com/prog.html)

**Technical requirements:**
- Before starting, document your plan for completion of this project in Basecamp. Include dates, phases, etc.
- Visit course page on class site to check out additional tools & resources.
- **Deadline: 30 hours**
- Submit a proposal using the prompts on the Application page. Add any additional details, as needed. **Have all pre-approved by instructor prior to starting.**
- Review rubric prior to starting for quality indicators for success. If needed, make suggestions to expand the rubric to accommodate any additional technical details you have added.
- Your **story** should support your project and should include a **beginning**, a **middle**, and an **ending** – it should be **entertaining, inspirational, innovative, and informational**. The total length of the project should be between **45 – 60 seconds**.
- Your story must incorporate at least one of each 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
- Write out the **script**. **Plan out any voice-overs, background sounds or music**, including an intro/closing. Use many of the forms provided in this packet.
- You must incorporate **three** of the following techniques:
  - **Rotoscopying**
  - **Tracking**
  - **Matchmoving**
  - A class “mascot” developed and/or animated to promote the program
  - **Motion Capture** technology
  - **Stereoscopic 3D**
  - **Compositing** of 2D/3D assets and/or video footage.
  - **Other advanced skill** specified by YOU (have pre-approved)
- Use at least three different technologies you will composite together.
- Bonus point will be added for inclusion/documentation of an advanced script.
- Advanced Concept--You determine:
- Advanced Concept--You determine:
- Advanced Concept--You determine:
- Message must include titling, **credits**.
- All assets used must be royalty-free and/or developed by you.
- Use **Grab** and/or **IShowU** to document any **formulas** or **scripting** utilized as well as file-naming conventions, etc.
- **At least 5 Peer Reviews** completed (ask instructor to assign one peer)
Use **IShowU** to document development as well as advanced techniques used for project. Save often and save **versions**; consider using these versions in IShowU documentation. This will enable you to show **various stages of development**, and progression of your project.

**Render, Optimize, and Publish** project to YouTube and/or Vimeo, and also embed in portfolio.

**Publish** your promo, 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**.

Schedule a meeting with the client for final approval and payment.

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.**
Quack Award

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

3D Program Promo

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 positive comments and a list of suggested improvements. Make sure your comments make sense and are easy to follow.
Flash Cinematic Techniques | Story Structure Worksheet

**ACT 1: BEGINNING | EXPOSITION**

Describe the story's setting:

What information does the audience need to know?

How are the characters introduced?

**ACT 2: MIDDLE | CONFLICT**

1. What is the conflict?

2. How does the tension rise?

**ACT 3: END | RESOLUTION**

3. Describe the climax of the story.

1. How is the conflict resolved?

2. What happens to the characters?

**TIME**

00:00

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<table>
<thead>
<tr>
<th>Category</th>
<th>Good to Excellent 3 or 4</th>
<th>Satisfactory 2</th>
<th>Needs Improvement 1</th>
<th>Points Received Self Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, Proposal Storyboard, Script, Preparations before starting</td>
<td>Proposal, Story Structure and Storyboard sheets were detailed and included script, camera angles/shots, props. Story had a beginning, middle, and an ending. Story supported <strong>positive attitude theme</strong>, “<strong>rule of thirds</strong>”, and had good use of color. Storyboard completed prior to starting. <strong>Added to technical requirements</strong>. All grammatically correct.</td>
<td>Storyboard lacked necessary information and/or details specified. Story was not appealing and/or blog was not grammatically correct. Storyboard completed and printed prior to assessment.</td>
<td>Storyboard or other requirement not completed.</td>
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<tr>
<td>Content, Timing, Camera shots, Angles, Message, Grammar</td>
<td>Animation utilized different angles and shots and was between 45 – 60 seconds in length. At least one of each of the following shots/angles: o Wide/Establishing Shot o Close-Up Shot o Pan, OR Zoom use for emphasis, but sparingly o Extreme Close-Up Shot o Closing Shot Timing was appropriate, not too fast or “zoomy”. <strong>Message</strong>: positive and appropriate for ages 10+ and was grammatically correct.</td>
<td>Length was not appropriate and/or message was not incorporated into animation, and/or camera shots, angles were missing. Grammar required few corrections.</td>
<td>No consideration given to message, camera angles, shots, or length. Final story not grammatically correct.</td>
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<tr>
<td>Reflection and Self-Evaluation</td>
<td>Reflection and self-evaluation completed and submitted <strong>prior</strong> to evaluation. Reflection was grammatically correct, used paragraphs, answered all questions, and was appropriate to share with potential employer.</td>
<td>Reflection and self-evaluation submitted prior to evaluation. Reflection had a few errors, or some answers were missing.</td>
<td>Reflection and/or self-evaluation not submitted prior to evaluation; and/or reflection lacking information or required correction.</td>
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<tr>
<td>Audio</td>
<td>Royalty-free Audio is included and quality is <strong>clear</strong>, at an appropriate <strong>volume</strong> and <strong>pace</strong>.</td>
<td>Quality of audio message could be improved and/or had grammatical errors.</td>
<td>Audio not included.</td>
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<tr>
<td>Target Market; Branding, Marketing; Collaboration</td>
<td>Design is <strong>unique</strong>, appropriate for ages 10+, and depicts the <strong>intent</strong> of the client. Community forums utilized for problem-solving and/or review of work; links to resources were shared with client and peers, including an explanation of their value.</td>
<td>Design is unique, appropriate, and integrated most of client requests. Additional details at could have improved promo. Links to resources were shared, including an explanation of their value.</td>
<td>Design needs improvement and/or some of requirements were not published and/or there was no collaboration with others regarding problem-solving or sharing resources.</td>
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<td>Bonus Point</td>
<td><strong>Bonus</strong> point awarded for <strong>Grab</strong> shot of <strong>formulas</strong> and/or <strong>scripts</strong> used.</td>
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<td>Effective Use of Time; Pride and Quality of Work</td>
<td>Established Delivery Date:</td>
<td>Actual Delivery Date:</td>
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<td>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. Design submitted in a timely manner, according to guidelines. All products submitted (reflection, video, and design,) are at a high level of quality, appropriate for portfolio.</td>
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| Advanced Techniques, Student Understanding | 3D techniques employed exceeded a basic skill level. Student could compare techniques used to skills acquired during instruction; explanation was thorough, and demonstrated understanding. | 3D techniques were basic when more advanced techniques would have improved, or student could not compare skills or give explanation. | More than one item in this category was not met. |

| Originality | Project shows significant evidence of originality and inventiveness and is unique. Majority of content and ideas are fresh, original, and inventive. No copyright laws violated. | Project shows evidence of some originality. May have violated copyright laws. | Project violated copyright laws. |

| Project Management: Updates to project and Behance. Communications with client regarding achievements and progress. | Project was thoroughly planned & documented before starting. Weekly updates were published to Behance and Basecamp. 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 planned before starting. A few updates were published to Behance and Basecamp. Client was familiar with progress and achievements. | No evidence project was planned before starting. Client was unfamiliar with progress and achievements. |

| Peer Review and Problem-Solving | Thorough peer review completed by assigned mentor; revisions made based upon peer suggestions and self-evaluation. Student took initiative in problem-solving and correcting as needed, and was able to explain revision and problem-solving process. | Peer review completed; revisions made based upon peer suggestions and self-evaluation. Problem-solving skills need improvement and/or student couldn’t explain problem-solving process. | Peer review lacking; and/or design lacked revisions for improvements; and/or there was a lack of problem-solving. |

| Required Components | At least three of the following were incorporated into project: • Rotoscoping • Tracking • Matchmoving • Motion Capture • Stereoscopic 3D • Compositing of 2D/3D animation and video footage • Other – you specify | Only two required components were incorporated into project. | Only one required component was incorporated into project. |

| Creative Artistry | Ad is very creative, engaging, and appealing. Good design principles—clean, simple, good contrast. | Ad is average. | Ad is not appealing; principles of design are lacking. |

48 Points Possible: Total Points Earned:
### Technical Competencies:

**4 - Skilled; 3 - Moderately Skilled; 2 - Limited Skill; 1 - No Exposure**

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### Performance Test/Motion Graphics Artist Test preps (2)/DT Test

Critique/analyze completed results to determine if objectives are achieved. (1 point each)

**Week 6 Take Charge! Pull up your completed projects—what did you do/learn?**

Demonstrate four unique things you learned not on this list. (34)
<table>
<thead>
<tr>
<th>NOTES</th>
<th>VIDEO/ILLUSTRATION</th>
<th>AUDIO (Should attach script, List of questions, Music selection, etc.)</th>
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<tbody>
<tr>
<td>Shots/Location/Props/Talent/Special Equipment Needed</td>
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STANDARD LOCATION RELEASE/EVALUATION INSTRUCTIONS*

SERIES / PROGRAM TITLE: ________________________________________________

TEAM MEMBERS: ________________________________________________________

PRODUCTION DATE/LOCATION: ___________________________________________

Permission is hereby granted to the above-named Francis Tuttle Video Students to use the property/facilities located at ________________________________________________________________ consisting of ____________________________________________________________ for the purpose of photographing and recording scenes for the above program produced by Francis Tuttle Video Students.

Permission includes the right to bring personnel and equipment onto the property and to remove them after completion of the work. The permission herein granted shall include the right, but not the obligation, to photograph the actual name connected with the premises and to use such name in the program(s).

The undersigned hereby gives to Francis Tuttle Video Students, its assigns, agents, licensees, affiliates, clients, principals, and representatives the absolute right and permission to copyright, use, exhibit, display, print, reproduce, televise, broadcast and distribute, for any lawful purpose, in whole or in part, through any means without limitation, any scenes containing the above described premises, all without inspection or further consent or approval by the undersigned of the finished product or of the use to which it may be applied.

Francis Tuttle Video Students hereby agrees to hold the undersigned harmless of and free from any and all liability and loss which Francis Tuttle Video Students, and/or its agents, may suffer for any reason, except that directly caused by the negligent acts or deliberate misconduct of the owner of the premises or its agents.

The undersigned hereby warrants and represents that the undersigned has full right and authority to solely enter into this agreement concerning the above described premises, and that the undersigned hereby indemnifies and holds Francis Tuttle Video Students, and/or its agents, harmless from and against any and all loss, liability, costs, damages or claims of any nature arising from, growing out of, or concerning the use of the above described premises except those directly caused by the negligent acts or deliberate misconduct of Francis Tuttle Video Students, or its agents.

By: ____________________________________________________ Signature of Authorized Property Representative

Date: ____________________________________________________________

*This is a standard location release form we are using to train our students. It is very important that students are polite and professional. Therefore, if students behave in a manner that is not appropriate, please notify me immediately. Also, feel free to submit an e-mail with comments evaluating the actions of our students.

Dana Myers, 717-4145, dmyers@francistuttle.com--Rockwell Campus
Treatment

Project title: _________________________________

Producing team: ______________________________

Completion date (est): _________________________

Client: ______________________________________

Business: ___________________________________

Contact information: __________________________

The concept
Use your research to create a concept statement—a very brief summary of the theme and purpose of the video.

Scene description
Identify the number of scenes and briefly describe the action for each scene. Use a shot list to further develop each scene.

The approach (style)
Explain what techniques you will use to effectively communicate your message/story. (Examples: You will use composited video to create action scenes. You will use black-and-white filters and music from the past to give your project the feel of a documentary.)

Music style: __________________________________________________________________________________

Narration style: _____________________________________________________________________________

Font style: _________________________________________________________________________________

Transition type: ____________________________________________________________________________

Video effects: _______________________________________________________________________________

Other style: _________________________________________________________________________________

Client signature: ___________________________________________________________________________

Instructor signature: _________________________________________________________________________

Team Initials:
## Shot list

### Name(s):

### Project:

<table>
<thead>
<tr>
<th>Shot</th>
<th>Location</th>
<th>Talent</th>
<th>Props</th>
<th>Special Equipment</th>
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</table>
Location layout and orientation

North

Location name______________________________

Address__________________________________

________________________________________

# of floors______  Floor #____

TBros Page & Grid____________________

Contact Name________________________________________

Phone____________________________________________

1st Impression______________________________________

_______________________________________

Existing lights______________________________________

_______________________________________

Ambient light_______________________________________

Parking___________________________________________

____Close police  ____Close hospital

____Rest rooms?

____Heating  ____A/C switch?____

Sound problems(near airport/freeway/other)

___________________________________________

___________________________________________

Notes

___________________________________________

___________________________________________

___________________________________________

___________________________________________

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