Step 6—3D Animator

Dynamics and Special Effects for Motion Graphics
Activity Sheet

Continue refining your animation techniques to incorporate dynamics and special effects. Special effects add the “pizzazz” that makes movies and animations zing, providing excitement, realism, and delivering the entertainment value that people crave.

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

Dynamics & Special FX:
Employs industry-recognized techniques for incorporating dynamics and special effects into projects. These techniques can be applied to real-world unpredictable situations and include: Particles, Rigid bodies, soft bodies, etc.

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

Dynamics & Special Effects:

1. Employs industry-recognized techniques for incorporating dynamics and special effects into projects. These techniques can be applied to real-world unpredictable situations and include: Particles, Rigid bodies, soft bodies, etc.
   - Compile particle dynamics.
   - Compile rigid body dynamics.
   - Compile soft body dynamics.
   - Develop objects or characters and environments that appear lifelike by manipulating and simulating dynamics through Maya 3D software.
   - Incorporate Special Effects, as needed, to deliver excitement, realism, and/or increase entertainment value of animations.
Resources and Skill Mastery

What
Employ dynamics and special effects to add the finishing touches to your videos and animations.

Objective:
Students will explore Maya’s system of tools for applying rigid and/or soft-body dynamics and simulate object behavior as they produce rendered animations of special effects like smoke, fire, particle systems, force fields, and turbulence. Students will also utilize scripting techniques to automate tasks and add efficiency to the workflow.

Why
Special effects add the “pizzazz” that makes movies and animations zing, providing excitement, realism, and delivering the entertainment value that people crave.

How
Instruction:
Maya 3D Animation Software (120)
Creative Blitz Portfolio Challenge

Invincible Insurance Agency Ad—Demonstrate your ability with Dynamics!

Project Guidelines—READ & PREPARE before starting

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

Client: Dana Myers/Invincible Insurance Agency

Industry: Insurance

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

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

4. _____________________________________________________________

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

• _____________________________________________________________

• _____________________________________________________________

• _____________________________________________________________

Target Market: Insurance Customers

Additional Info: All ideas must be detailed in 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 – it is as important as your skills!

Initial reference ideas:

Cartoon Theme

Technical requirements are listed on following page. **NOTE:** YOU will be adding at least 3 requirements to this list.
Technical requirements:

- Before starting, document your plan for completion of this project in Basecamp. Include dates, phases, etc.
- Visit course page on class site and check out additional resources and tools.
- 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**.
- Your story must incorporate at least one of each 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
- You must be able to identify the following, [http://flocabulary.com/fivethings/](http://flocabulary.com/fivethings/)
  - Plot
  - Character
  - Conflict
  - Theme
  - Setting
- Ad should be **entertaining, inspirational, innovative, and informational**. How do I contact the insurance agency to purchase a policy?
- The total length of the project should be between 30 – 60 seconds.
- 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.
- Project should incorporate various angles, shots, and views.
- You must demonstrate **three** of the following:
  - nParticles
  - nCloth
  - Fluids
  - Modern Mayhem technique
  - Scripting
  - Other advanced skill specified by YOU (have pre-approved)
- Message must include titling, **credits**.
- All assets used must be royalty-free.
- Dynamics incorporated should be realistic. Consider showing portions of your scene in slow motion, to showcase your skills.
- Use audio, lower thirds, titling, and credits as needed to support the story.
- 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 **immediately after completion of draft**, **prior to starting**. (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**.
Advanced Skill--You determine:
Advanced Skill--You determine:
Advanced Skill—You determine:
Schedule a meeting with the client for final approval and payment.

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 for course completion and learn 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.

As you are mastering the foundation skills and starting to add more advanced skills, you have more opportunities to customize your learning—as long as the rigor and objectives for the course are consistent, and any accommodations are pre-approved by the instructor. New tutorials are released by Digital Tutors on a weekly basis; review them for the most up-to-date learning opportunities, and schedule a meeting to customize your training when appropriate. Always challenge yourself! Don’t slack--stay on track!

Weekly Milestones: Dynamics & Special FX for Motion Graphics
(Refer to Course page for additional resources)

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>15</th>
<th>File(s) to be completed; special instructions to receive credit.</th>
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<tbody>
<tr>
<td></td>
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<td>• Visit – the class site, animatedfuture.com, to view resources and specific assignments/requirements for the course Dynamics &amp; Special FX for Motion Graphics.</td>
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<td>• Read – the guidelines for the creative blitz.</td>
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<td>• Note – weekly breakdown of milestones, indicating when, where, and how assignments are to be submitted. This should also help you establish goals to maintain adequate progress. Reminder: your progress grade is determined by the amount of hours successfully completed.</td>
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<tr>
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<td>• Complete – project management documentation using Basecamp. Be sure to document the start date on the calendar and establish goals for when assignments should be completed. Be sure this project has been shared with instructor.</td>
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<td>• Prepare – Conquer milestones, completing the tasks below at the end of each week, as indicated:</td>
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<td>• Complete all quizzes as you go, this will prepare you for the test at the end of the course, which counts for a grade!</td>
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<td>• Complete Introduction to nDynamics in Maya; 2 hrs 30 min <a href="http://www.digitaltutors.com/tutorial/1433-Introduction-to-nDynamics-in-Maya">http://www.digitaltutors.com/tutorial/1433-Introduction-to-nDynamics-in-Maya</a></td>
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<td>• Complete Creating a Gasoline Explosion in Maya; 1 h 42 min <a href="http://www.digitaltutors.com/tutorial/1214-Creating-a-Gasoline-Explosion-in-Maya">http://www.digitaltutors.com/tutorial/1214-Creating-a-Gasoline-Explosion-in-Maya</a></td>
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### Week 2:

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<td></td>
<td>Update Portfolio/Publish—publish to Behance.</td>
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<td>Comment on your experience so far. What has been challenging? Any successes? Frustrations? Do you need additional reinforcement for a particular skill? Suggestions/Comments?</td>
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<td>Comment on your progress. Are you ahead of schedule, behind, or on schedule? If you are behind schedule, what are your plans to get back on track?</td>
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<td>Update your goals as needed and make adjustments to the calendar.</td>
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### Week 3:

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<td></td>
<td>Update Portfolio/Publish to Behance, Work in Progress section.</td>
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<td>Review your Creative Blitz and (on your own,) start the planning process.</td>
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### Week 4:

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<tr>
<th>15</th>
<th>Complete at least 2 chapters: Maya Studio Projects: Dynamics (text)</th>
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<tbody>
<tr>
<td></td>
<td>Update Portfolio/Publish—to Behance, Work in Progress section.</td>
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</table>
| Week 5: | 15 | • **Complete** at least 2 additional chapters: *Maya Studio Projects: Dynamics* (text)  
• Update Portfolio/Publish to Behance, Work in Progress section.  
• **Review** guidelines for Creative Blitz! On your own, start storyboarding.  
• Comment on your experience so far. What has been challenging? Any successes? Frustrations? Do you need additional reinforcement for a particular skill? Suggestions/Comments?  
• Comment on your progress. Are you ahead of schedule, behind, or on schedule? If you are behind schedule, what are your plans to get back on track?  
• Update your goals as needed and make adjustments to the calendar. |

**Take Charge of Your Learning!**

| Week 6: | 15 | • **Complete** Motion Graphics Artist Quiz in Blackboard  
• **Complete** ODCTE Motion Graphics Artist certification  
• **Complete** an advanced DT tutorials related to hair, fur, fluids, particles, etc.  
• MUST be advanced and challenging!  
• At the end of the week, publish all work completed to Behance.  
• Share any unique resources you found in the Behance comments section.  
• Start Final Project |
Week 7: 15

• **Polish** – Research Criteria/Rubric/Requirements for creative blitz.

Note – this is for your portfolio as well as a Quack Award, and should represent your best work. Be sure your project demonstrates the skills you have acquired. The instructor is now your client.

Reminder--intentionally integrate the art of storytelling, artistry, and technical skills in a matter that will please the audience. Be entertaining, innovative, engaging, and awesome 😊

• **Plan** – a prototype for your ideas before starting.
  • Develop your prototype(s), profile, and/or other documents needed to document your planning and intentions. (Refer to Creative Blitz guidelines and rubric for specific requirements.) These documents will be drafts, but enough work should be completed to satisfy the planning requirements for a great project.
  • Document your plan using Basecamp. Be sure to share your project with the client.
  • Publish your documents to the Work in Progress section of Behance.
  • Solicit at least five reviews from your peers. Specifically, they should address the following:
    • Provide at least 3 suggested improvements (Be specific, not vague)
    • Provide at least 3 positive comments
    • Rate the overall project, using a scale of 1 – 4, with 4 being exceptional.
  • Develop a plan for revisions based on these comments, documenting what will be done and the timeline established for these changes on the calendar.
  • Check for file formats, resolutions, miscellaneous delivery requirements, etc.
  • Meet with the client to review your plans and revisions, and to define a date this project will be delivered.

Continue working on project.
| Week 8: | 15 | • **Perform** – Submit a stellar product--maintain the Passion for Excellence!<br>  ▪ Review Creative Blitz rubric, making sure all requirements are being met.<br>  ▪ Publish versions of your completed work to the Work in Progress section of Behance.<br>  ▪ Print and then complete a self-evaluation, using the rubric.<br>  ▪ Submit a reflection of your work using Basecamp.<br>    • Evaluate your experiences with this unit of study. Be sure your answers to the following questions are grammatically correct, and written in paragraph form, appropriate for viewing by a potential employer.<br>      o What was your favorite part of the course? What skills have you acquired and what do you feel are your strong points? Did you learn less or more than you thought you would?<br>      o What challenges did you encounter? What additional reinforcement is needed, and how can instruction for this unit be improved? What else did you wish to learn about this subject?<br>      o Evaluate your final project. How do you think it turned out? Does it accurately represent the client’s preferences? Do you think it is an effective product? What do you like about the product? What was the most challenging part of designing the product? What corrections were made, based upon peer suggestions and the self-evaluation? What problem-solving techniques did you employ, and what was necessary to research/solve? Explain the selection process for the final design, including any textures and the rationale for why you made the final selection. What would you do differently next time for a similar project?<br>    • Evaluate your progress. When was this project due? Did you complete the project on time, late, or early?<br>    • What unique resources did you find? Please provide a link to each resource and explain why they were helpful.<br>• **Payday**--Schedule a time for final review, delivery/payment from the client, and submit your work for a Quack Award. Reserve a spot in the Loft3d Creativity team meeting, where you will celebrate and showcase your achievements that reach epIK Dimensions!
Quack Award

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

Invincible Insurance Company Ad

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.
Flash Cinematic Techniques | Story Structure Worksheet

<table>
<thead>
<tr>
<th>ACT 1: BEGINNING</th>
<th>EXPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the story's setting:</td>
<td>What information does the audience need to know?</td>
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<tr>
<td>How are the characters introduced?</td>
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<tr>
<th>ACT 2: MIDDLE</th>
<th>CONFLICT</th>
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<tbody>
<tr>
<td>1. What is the conflict?</td>
<td></td>
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<td>2. How does the tension rise?</td>
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<tr>
<th>ACT 3: END</th>
<th>RESOLUTION</th>
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<tbody>
<tr>
<td>1. How is the conflict resolved?</td>
<td></td>
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<tr>
<td>2. What happens to the characters?</td>
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TENSION

NAME ______________________________

THEME/GENRE _________________________

TIME PERIOD ________________________

Dynamics & Special FX for Motion Graphics
• Revised 8/6/2014
• Page 14
ALTERNATE STORYBOARD TEMPLATE

Commitment Statement: __________________________________________

<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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Instructor Approval/Date:  __________________________________________________________

(Submit shot list, deliverables, storyboard, scripts, project proposal)
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/Frames/Illustration Sequence

Name(s): ____________________________________________________________

Project: _____________________________________________________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________

- Shot
  - Location ___________________ Talent ________________________________
  - Props _____________________ Special Equipment ______________________
<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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, Proposal Storyboard, Peer Review, 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 positive attitude theme, “rule of thirds”, and had good use of color. Added to technical requirements. Storyboard completed prior to starting. 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>
<td></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 Could identify the following, o Plot o Character o Conflict o Theme o Setting Message: 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 prior 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 clear, at an appropriate volume and pace.</td>
<td>Quality of audio message could be improved and/or had grammatical errors.</td>
<td>Audio not included.</td>
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<td>Target Market; Branding, Marketing; Collaboration</td>
<td>Design is unique, appropriate for ages 10+, and depicts the intent 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. All but one requirement was published 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>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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<td>Design was rushed and/or not completed on time. Design was average and could have been improved prior to publishing. Most products submitted were at an average level of quality, but appropriate for portfolio.</td>
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<td>Improvements required, but not made prior to publishing. Design was rushed when more time would have resulted in improvements. Some products needed improvements or were lacking.</td>
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| Advanced Techniques, Student Understanding, Dynamics | 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 before starting final; 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:
- nParticles
- nCloth
- Fluids
- Scripting
- Modern Mayhem technique
- Other – you specify | Only two required components were incorporated into project. | Only one required component was incorporated into project. |

| Creative Artistry | Project is very creative, engaging, and appealing. Good design principles—clean, simple, good contrast. | Project is average. | Project 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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competency Rating</th>
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<tbody>
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<td>Dynamics/Special FX</td>
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<tr>
<td>Within Maya, must be able to demonstrate the following:</td>
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</tr>
<tr>
<td>o Compile particle dynamics.</td>
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<tr>
<td>o Compile rigid body dynamics.</td>
<td></td>
</tr>
<tr>
<td>o Compile soft body dynamics.</td>
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<td>o Develop objects or characters and environments that appear lifelike by manipulating and simulating dynamics through Maya 3D software.</td>
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<td>o Incorporate Special Effects, as needed, to deliver excitement, realism, and/or increase entertainment value of animations.</td>
<td></td>
</tr>
<tr>
<td>Performance Test/3D Animator Test preps (2)/DT Test</td>
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<tr>
<td>Critique/analyze completed results to determine if objectives are achieved. (1 point each)</td>
<td></td>
</tr>
<tr>
<td>Pull up Simulating Hair using nCloth—what did you do/learn?</td>
<td></td>
</tr>
<tr>
<td>Pull up Maya Studio Dynamics projects—what did you do/learn?</td>
<td></td>
</tr>
<tr>
<td>Week 6 Take Charge! Pull up your completed projects—what did you do/learn?</td>
<td></td>
</tr>
<tr>
<td>Demonstrate four unique things you learned not on this list.</td>
<td></td>
</tr>
<tr>
<td>13 Points</td>
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</tr>
</tbody>
</table>
### 3D Animator Skills and Competencies

- **4 - Skilled:** Consistently meets or exceeds expectations and can perform independently
- **3 - Moderately Skilled:** Meets expectations but may need assistance
- **2 - 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:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design</td>
<td>______</td>
</tr>
<tr>
<td>2D Animation</td>
<td>______</td>
</tr>
<tr>
<td>3D Modeling, Sculpting &amp; Texturing</td>
<td>______</td>
</tr>
<tr>
<td>3D Animation, Rigging &amp; Dynamics</td>
<td>______</td>
</tr>
<tr>
<td>Motion Graphics</td>
<td>______</td>
</tr>
<tr>
<td>Visual Design &amp; Planning</td>
<td>______</td>
</tr>
</tbody>
</table>

- 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.
- Create versatile rigs; characterize while conforming to naming schemes; apply motion capture data.
- Demonstrate an understanding of dynamics and utilize techniques to enhance animations with particle, rigid, and soft body dynamics.
- Create various types of cycles, sync animations with audio, and develop interactive content and motion graphics for a variety of needs, audiences, and platforms.
- Render, composite, and export animations, making selections that support project goals for delivery.

### 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.
- Utilize strong understanding of rigging and cameras to bring animations to life.
- Utilize principles of animation to give characters personality and appeal.
- Combine knowledge of anatomy, weight, locomotion, physics and a thorough understanding of acting to create entertaining and emotionally-driven performances resulting in characters with diverse and believable personalities with matching actions.
- Work with a team of artists to interpret stories and blend the art of science and animation to reach goals.

### 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.