

NAME:

SHOT NUMBER:

SHOT NUMBER:

SHOT TYPE: _____

**CAMERA
MOVEMENT:** _____

ACTION: _____

AUDIO: _____

SHOT TYPE: _____

**CAMERA
MOVEMENT:** _____

ACTION: _____

AUDIO: _____

SHOT NUMBER:

SHOT NUMBER:

SHOT TYPE: _____

**CAMERA
MOVEMENT:** _____

ACTION: _____

AUDIO: _____

SHOT TYPE: _____

**CAMERA
MOVEMENT:** _____

ACTION: _____

AUDIO: _____

Alternate Storyboard Template (Script must accompany)

NAME/TITLE: _____

| NOTES/CAMERA ANGLES | ILLUSTRATION | PROPS/SOUNDS/FX |
|---------------------|--------------|-----------------|
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Instructor Approval/Date: _____



Peer review

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

Name: _____

Date: _____

Project: _____

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, 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 back side of this form for comments.

Evaluatee:

Process for presenting work for peer review

- 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.

Name:

Be sure to review this rubric prior to starting!

Start Date:

Completed Date:

| Storyboard/Flipbook/Comic Strip/Digital Animation—Challenge (Multiply final values by 15) | | | | | |
|---|---|---|---|-----------------|---------|
| Category | Good to Excellent 3 or 4 | Satisfactory 2 | Needs Improvement 1 | Points Received | |
| | | | | Self | Teacher |
| Research, Storyboard, Peer Review, Preparations before starting | Story Structure and Storyboard sheets were detailed and included script, camera angles/shots, props. Story had a beginning, middle, and an ending. Model Sheets w/Character Turnarounds were included. Story supported teamwork theme, “rule of thirds”, and had good use of color. Self-Evaluation on Rubric has been completed prior to assessment. Blog, Peer Review, and Storyboard completed prior to starting. | Storyboard lacked necessary information and/or details specified. Story was not appealing. Self-Evaluation on Rubric and storyboard were completed and printed prior to assessment and/or blog not grammatically correct. | Storyboard not completed. Self-Evaluation on Rubric and/or storyboard or blog has not been completed and/or not printed prior to assessment. | | |
| Animation | All criteria listed was represented and animated according to specifications with supporting details. Animations are realistic, fun, and engaging. Animation lasted 30 seconds and includes a variety of shots/angles. Good naming scheme used. (Use Grab to demonstrate.) | Most criteria listed was represented and animated according to specifications. Animation lasted between 15 and 20 seconds. | No consideration given to specifications and/or detail was not adequate to support animation and/or animation was less than 15 or more than 30 seconds. | | |
| Required elements | Depending on CM, either included 3 interactive components and a preloader through A/S with explanation; OR had Lip-Synching, Voice-Over, Walk/Jump/Run Cycle. Enough media elements were developed to support exceptional animation. (Mouth positions for syllables, video and/or talking head, background sounds, preloader, music) | Some media elements were developed to support average animation. (Mouth positions for syllables, video and/or talking head, background sounds, interactive components, music) | More media elements were needed to support animation. (Mouth positions for syllables, video and/or talking head, background sounds, preloader, interactive components, music) | | |
| Flip Book | Flip Book used at least 15 pages, and incorporated color appropriate for animation and consistent with logo. Flip Book functions nicely as a “trailer” for animation. | Flip Book had less than 15 pages and/or use of color was not consistent. Flip Book is average, and/or does not function as a “trailer” for animation. | Flip Book was less than 10 pages and/or did not utilize color. Flip Book is not appealing or function as a “trailer” for animation.. | | |

| | | | | | |
|--|---|--|---|--|--|
| Comic Strip | Comic Strip was creative, digital , supported theme , had a beginning, middle, and ending, incorporated the use of color , had variety of shots/angles and included Successibility logo . | Comic Strip was average; supported theme. Use of color could have been improved and/or logo was missing. | Comic Strip looked hastily done, lacked quality; Logo may not have been included. | | |
| Originality | All products developed show significant evidence of originality and inventiveness and are unique . Majority of content and ideas are fresh, original, and inventive. No copyright laws are violated. Icon is tailored to client. | Efforts show evidence of some originality however resembles current products. May have violated copyright laws. Products are not unique . | Products developed are copied or very closely resembles current products for existing business or product. | | |
| Delivered on Time, File Management and Naming Techniques | Products completed on time and good file mgmt techniques were used. All products developed published to student's portfolio and link shared via class FB page . File properties in bridge show a copyright with student as owner. Filenames started with Student's lastname along with name of project. (dmyersanimation) | Products completed on time with good file mgmt techniques; most files developed were published to student's portfolio. File properties in bridge fail to show a copyright with student as owner. File was named correctly. | Products were not delivered on time, and/or good file mgmt techniques were not used and/or file properties in bridge fail to show copyright with student as owner and/or file not named correctly. File was not published to portfolio. | | |
| Branding, Marketing | Products developed are unique , and clearly depict the desired theme ; are appropriate for ages 10 – adult, and represent the intent of the client. Student posted a link to Facebook 3D Class Page to announce/market work. Credits listed at end of animation, including Successibility logo . Branding was consistent throughout all products developed. | Products developed represent the intent of the client, but support for the theme is lacking or approach is not unique. Student posted to Facebook 3D Class Page to announce/market work. | Products developed do not represent the intent of the client, and/or student did not market work through an announcement via Facebook. | | |
| Formatted, Optimized, and Published to Site | Original file is preserved for future revisions. An optimized format for a web page and YouTube was also saved and published and animation was less than 100 MB . (Use Grab for screenshot to validate size.) | Original file is preserved for future revisions. File size is rather large and may take unnecessary download time for a web page. | Original file is not preserved for future revisions and/or graphic was not saved in a format appropriate for the Web or YouTube. | | |
| Creative Artistry | All products developed are very creative, engaging , and appealing . Good design principles have been applied. | Products developed are average. | Animation is not appealing; principles of design are lacking. | | |
| (Reflection/Blog – must be done prior to eval) Bonus Pts. | | | | | |
| 600 Points Possible: Total Points Earned: | | | | | |