FIL 2043 History and Practice of Visual Effects and Animation

Term Year

FACULTY CONTACT INFORMATION:
Instructor:
Email/Phone:
Office Location/Office Hours:

CLASS MEETING TIME/PLACE:
Day of week. Time.

PRE-REQUISITES:
Major Status.

COURSE DESCRIPTION:
This course introduces computer graphics in the context of historical approaches to visual effects and animation. Students apply historical techniques to create original animations and visual effects. Both theoretical principles and technical skills are emphasized using layer-based animation and compositing, vector graphics, and digital paint software. Students practice making aesthetic design and creative storytelling choices throughout the process.

COURSE OBJECTIVES:
At the end of the course, the student will be able to:

- Describe the Twelve Principles of Animation;
- Recognize historical methods of creating visual effects and animation (including analog and digital);
- Identify important milestones in the development of visual effects and animation technologies;
- Recognize visual effects methods and processes for integrating computer-graphics with live action elements;
- Create simple visual effects and animations using layer-based animation and compositing, vector graphics, and digital paint software;
- Create simple composites integrating computer graphics and live action elements;
- Create animations that apply techniques used throughout the history of visual effects and animation;
• Make aesthetic choices in type selection, placement, and integration into animation;
• Navigate and manipulate Cartesian space to create and animate elements within a 3D environment; and,
• Apply relevant areas of scholarship to produce an original project (Scholarship in Practice).

LIBERAL STUDIES FOR THE 21ST CENTURY:
The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

Scholarship in Practice
This course has been approved to meet FSU’s Liberal Studies Scholarship in Practice requirements and is designed to help you become a critical thinker, a creative user of knowledge, and an independent learner. In order to fulfill FSU’s Scholarship in Practice requirement, the student must earn a “C-” or better in the course.

Computer Competency
This course has been approved as meeting the requirements for Computer Competency. In order to receive a “C–” or better in the course, the student must earn at least a “C–” on the computer competency component of the course. If the student does not earn a “C–” or better on the computer competency component of the course, the student will not earn an overall grade of “C–” or better in the course, no matter how well the student performs in the remaining portion of the course.

COURSE MATERIALS:
• No required textbook.
• Readings as assigned will be posted to the course Canvas site.
• After Effects software is needed for this course and is provided on CMPA lab computers.
• Lynda.com tutorials (free to FSU students) are required to successfully complete assignments.

COURSE OUTLINE:
This outline provides an overview of key topics addressed in the course. Refer to the course schedule at the end of this syllabus for additional details and assignment due dates.

• Week 1: Early History of Visual Effects and Animation; Intro to Layer-Based Compositing
• Week 2: Twelve Principles of Animation; Keyframe Animation
• Week 3: Rotoscoping
• Week 4: Luminance and Chrominance Keying
• Week 5: Matte Paintings, Set Extension, and Tracking
• Week 6: Color Theory and Color Correction
• Week 7: Movie Titles and Type Selection
• Week 8: Cartesian Space, 2D, 2.5D, and 3D Techniques; Dailies for Capstone Project & CG Titles
• Week 9-10: Introduction to 3D animation in Maya; Dailies for Capstone Project & CG Titles
• Week 11-12: Capstone Project Planning and Production
• Week 13-14: CG Title Production and Dailies
• Week 15: Capstone Project & CG Title Screening and Review

ASSIGNMENT DESCRIPTIONS:
Detailed assignment instructions and grading criteria will be provided before work on an assignment is scheduled to begin. Below is a summary-level description of the assignments for the class:

Filmmaker’s Journal
Students will be required to create and maintain a journal during the class that will contain notes and diagrams of concepts discussed in class and readings, including any previsualization notes and diagrams necessary for homework assignments. The type of blank journal book you choose could range from a standard academic spiral bind notebook to an artist’s hard-bound sketch book. The paper can be lined, gridded, or blank space, at your discretion. You are the artist who will be creating and journaling in this space, so choose your “canvas” according to your aesthetic sensibilities!

Kineograph Project
By the end of the semester, you will create at least 4 separate flipbook animations on any subject of your choice. Each animation must be a minimum of 60 images in length, and can be created on the corners of your filmmaker’s journal or on a flipbook of your own creation. Some students find post-it note pads useful for this purpose. The story or theme you present is at your discretion. Feel free to surprise and amaze us all!

Creative/Technical Exercises
Throughout the first eight weeks of the semester, you will complete weekly exercises that will demonstrate both your mastery of the technical functionality of layer-based compositing and animation software, as well as their artistic creativity and originality. Exercises typically include assigned instructional tutorials through Lynda.com; completion of such tutorials is a required step in completing the exercise for the week.

• Exercise 1: Layered Composite
• Exercise 2: Keyframe Animation
• Exercise 3: Rotoscopying
• Exercise 4: Chromakeying
• Exercise 5: Tracking
• Exercise 6: Color Correction
• Exercise 7: Movie Title
• Exercise 8: 3D in After Effects
As a part of this class, you will create an original animated title for a short film (your F1). This title will be developed and included in the final submission of your film. Your title will uniquely introduce your film, consistent with the mood and tone of the film, and will conform to CMPA guidelines for titles and credits.

**Capstone Project: The Square Project (Computer Competency Capstone Activity***)

As the culmination of your semester work in animation and layer-based compositing, you will dazzle the animation world with your unique interpretation of the following theme: Your animation opens with a square, centered in the frame. It ends with a square centered in the frame. The animation will be exactly 10 seconds long, with a music track and sound effects. The story you tell within those parameters is entirely up to your own unique genius! The production process will include story development, concept art and/or story boards, research and development, presentation and review of work-in-progress in dailies sessions, and multiple revisions/iterations.

***Note: This assignment is the capstone activity used to assess whether or not you have satisfied FSU’s Computer Competency Requirement. As described above, a C- or better on this assignment is required in order to receive a C- or better in the course.

**Class Participation**

Participation includes active listening, note taking, and being attentive in class, as well as participation in discussion and coming to class well prepared. See the Class Participation rubric at the end of the syllabus for details of grading criteria.

**GRADING OVERVIEW:**

The table below specifies the weight of assignments in determining final course grades.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Final Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmmaker's Journal</td>
<td>20 points</td>
<td>10%</td>
</tr>
<tr>
<td>Kineograph Project</td>
<td>10 points</td>
<td>5%</td>
</tr>
<tr>
<td>Creative/Technical Exercises (8 exercises, 5 pts. ea.)</td>
<td>80 points</td>
<td>40%</td>
</tr>
<tr>
<td>CG Title</td>
<td>20 points</td>
<td>10%</td>
</tr>
<tr>
<td>Capstone Project: The Square Project</td>
<td>50 points</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation (Wks 1-7, 10 pts; Wks 8-15, 10 pts)</td>
<td>20 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADE SCALE:**

- A  94-100%
- A-  90-93.99%
- B+  87-89.99%
- B   84-86.99%
- B-  80-83.99%
- C+  77-79.99%
- C   74-76.99%
- C-  70-73.99%
- D+  67-69.99%
- D   64-66.99%
- D-  60-63.99%
- F   0-59.99%
INSTRUCTOR AND CLASS POLICIES

Readings:
Assigned readings—and any related exercises that are part of assigned readings—are due by the start of class when assigned unless otherwise indicated by your instructor. Class lectures and activities will assume that you have completed assigned readings before class.

Assignments and Late Work:
Students must turn in every assignment in order to pass the class. Late assignments may not be accepted or receive full credit unless prior arrangements are made with instructor or unless there is a documented medical or family emergency.

If late work is accepted, there will be a letter grade deduction for every day that work is late (e.g. A becomes a B, A- becomes a B-, etc.) except for documented cases in line with the university attendance policy (see below). If you have an emergency, illness or other serious problem turning in work by the deadline, please let the instructor know as soon as possible.

Cell Phone Policy:
NO TEXTING OR CELL PHONE USE WILL BE PERMITTED IN CLASS without prior instructor approval or in cases of emergency. Cell phone ring tones can be loud, disruptive, and distracting while class is in session. Keep your cell phone on silent or vibrate mode at all times.

UNIVERSITY POLICIES

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

Americans With Disabilities Act: Students with disabilities needing academic accommodation should:

1. register with and provide documentation to the Student Disability Resource Center; and
2. bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

**Free Tutoring from FSU:** On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
PROFESSIONAL CODE OF CONDUCT

Professionalism is a code of ethical behavior which allows individuals to work together in diverse groups, to think critically about complex problems, and to take effective action to achieve a common goal. Below are key aspects of behavior required of a successful professional.

Collaboration – Behaving collaboratively is demonstrated by an individual’s ability to consistently and honestly balance proactive, courteous, reliable, punctual, and safe interactions with those of other individuals inside and outside of any team toward the completion of any project.

Proactivity – Behaving proactively requires that an individual listen attentively, anticipate challenges, and work positively at all times. All individuals are expected to give 100 percent of their effort in understanding, executing, and completing any tasks necessary for the successful completion of the project.

Civility – Behaving with civility requires that each individual treat others with an attitude of respect, generosity, and openness, regardless of another’s abilities, race, ethnicity, sexual orientation, gender, socio-economic status, age, ability, religious or political beliefs, or other differences. This includes but is not limited to, respecting others’ professional and physical boundaries, refraining from sexual advances or innuendos, use of offensive or derogatory language, and any inflammatory remarks unnecessary to accomplishing the work at hand.

Reliability – Behaving reliably requires effective communication, organization, and delivery of information. Teams require consistent communication and expedient execution in order to perform their own roles effectively. The ability of team members to rely on each other to complete their tasks determines the outcome of the project.

Punctuality – Behaving with punctuality is an essential quality of all working professionals. The necessity of each individual to be present, punctual, and prepared directly affects the ability of others to do their jobs effectively.

Safety – Behaving safely when coordinating complex tasks, operating equipment, and working with trained and untrained individuals is critical to a positive working environment. Individuals will be expected to perform their tasks with the utmost concern for the safety of themselves and others around them.
## SAMPLE COURSE SCHEDULE FOR FALL OR SPRING SEMESTER

<table>
<thead>
<tr>
<th>Wk #</th>
<th>Class/Lab 1</th>
<th>Class/Lab 2</th>
<th>ASSIGNMENTS</th>
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</thead>
</table>
Exercise 1: Layered Comp Create PS/AI multi-layered logo/design. Import into After Effects project as multi-layered composite. Save project. |
<p>| | Course overview and expectations. Discussion of Filmmaker’s Journal assignment, and Capstone Project—The Square Project. | Basic principles of Composition Intro to After Effects interface. Understanding After Effects compositions and layers. | |
| | | | Reading assignment will be posted on Canvas. |
| | Winsor McCay to The Simpsons. 12 Principles of Animation. | Exercise 1 DUE | |
| | | Keyframe Animation Class Activity: In-class demo of keyframing and application of 12 Principles. | |
| | | | Reading assignment will be posted on Canvas. |
| | | In-class demo of shape layers, roto scopying and rotosplices. | |
| | | | Reading assignment will be posted on Canvas. |</p>
<table>
<thead>
<tr>
<th>Wk #</th>
<th>Class/Lab 1</th>
<th>Class/Lab 2</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Week # 4</td>
<td>Luminance and Chrominance Keying</td>
<td>Luminance and Chrominance Keying, cont.</td>
<td>Lynda.com “Pt 10: Keying Green Screen Footage.” Exercise 4: Chromakeyung Extract matte and composite GS footage over BG plate. Reading assignment will be posted on Canvas.</td>
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<tr>
<td></td>
<td>Luminance and chrominance keying history and technology. Shooting good greenscreen.</td>
<td>Exercise 3 DUE</td>
<td>In-class demo: Shooting GS element, creating garbage matte, extracting GS matte with Keylight in After Effects.</td>
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<tr>
<td>Week # 5</td>
<td>Matte Painting, Set Extension, and Tracking</td>
<td>Matte Painting, Set Extension, and Tracking, cont.</td>
<td>Lynda.com “Pt 12:”Tracking Footage&quot; Exercise 5: Tracking Corner-pin track a new sign over an existing sign on background plate TBD. Reading assignment will be posted on Canvas.</td>
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<tr>
<td></td>
<td>Matte Paintings and Set Extension – Historical Methods</td>
<td>Exercise 4 DUE</td>
<td>In-class exercise—Stabilization, 2D tracking, Corner-pinning, 3D tracking in After Effects.</td>
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<tr>
<td></td>
<td>General discussion of additive color, rgb colorspace, and bit depth</td>
<td>Exercise 5 DUE</td>
<td>The Effects Palette in AFX Introduce The Square Project</td>
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<td></td>
<td>Filmmaker’s Journal and Kineograph Project DUE for instructor progress review</td>
<td>Color Correction</td>
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<td></td>
<td>Color correction and plate prep in After Effects.</td>
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<td></td>
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<td>The Effects Palette in AFX</td>
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<td></td>
<td>Introduce The Square Project</td>
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<tr>
<td>Week # 7</td>
<td>Movie Titles and Type Selection</td>
<td>Movie Titles and Type Selection, cont.</td>
<td>Lynda.com “Pt 8:&quot;Going in Depth with Type and Shapes” Exercise 7: Movie Title Design a movie title open sequence. Begin work on Square Project animation Reading assignment will be posted on Canvas.</td>
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<td>Exercise 6 DUE</td>
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<td></td>
<td></td>
<td>Working with type in AFX. Importing footage into AFX. Compositing type over video</td>
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<tr>
<td>Wk #</td>
<td>Class/Lab 1</td>
<td>Class/Lab 2</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>Week  # 8</td>
<td>Cartesian Space, 2D, 2.5D and 3D Techniques</td>
<td>DAILIES for Capstone Project &amp; CG Titles.</td>
<td>Exercise 8: 3D in After Effects  Animated type/3D camera to visually “read” in time with audio dialogue. Continue Square Project Reading assignment will be posted on Canvas.</td>
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<td></td>
<td>In-class demo of 3D camera and lighting in AfterEffects</td>
<td>Exercise 7 DUE</td>
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<td></td>
<td></td>
<td>Importing audio and music into AFX</td>
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<tr>
<td>Week  # 9</td>
<td>Introduction to 3D Animation in Maya</td>
<td>DAILIES for Capstone Project &amp; CG Titles.</td>
<td>Continue work on Square Project animation Reading assignment will be posted on Canvas.</td>
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<tr>
<td></td>
<td>Intro to Maya 3D guided in-class exercises</td>
<td>Exercise 8 DUE</td>
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<tr>
<td>Week  # 10</td>
<td>Introduction to 3D Animation in Maya (cont.)</td>
<td>DAILIES for Capstone Project &amp; CG Titles.</td>
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<tr>
<td></td>
<td>Intro to Maya 3D guided in-class exercises</td>
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<tr>
<td>Week  # 11</td>
<td>Square Project Production and Dailies</td>
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<tr>
<td>Week  # 12</td>
<td>Square Project Production and Dailies</td>
<td></td>
<td>SQUARE PROJECT DUE</td>
</tr>
<tr>
<td>Week  # 13</td>
<td>CG Title Production and Dailies</td>
<td></td>
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<tr>
<td>Week  # 14</td>
<td>CG Title Production and Dailies</td>
<td></td>
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<tr>
<td>Week  # 15</td>
<td>Capstone Project &amp; CG Title Screening and Review</td>
<td></td>
<td>CG TITLE DUE AS PART OF FINISHED FILM</td>
</tr>
</tbody>
</table>
## CLASS PARTICIPATION RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Proficiency (A)</th>
<th>Proficiency (B)</th>
<th>Limited Proficiency (C)</th>
<th>Low Proficiency (D or F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement in Class Activities</td>
<td>Consistently engages in class activities with an attitude of curiosity, inquiry, and collaboration, making routine efforts to dig deeper and help others.</td>
<td>Generally engages in class activities with an attitude of curiosity and collaboration, making some efforts to dig deeper and/or help others.</td>
<td>Inconsistently engages in class activities with an attitude of collaboration AND/OR inconsistently stays focused on assigned tasks.</td>
<td>Rarely engages in class activities with an attitude of collaboration AND/OR rarely stays focused on assigned tasks.</td>
</tr>
<tr>
<td>Contribution to Class Discussion</td>
<td>Consistently contributes to class discussion with insightful comments, enhancing the level and depth of the dialogue.</td>
<td>Generally contributes to class discussion with relevant comments.</td>
<td>Inconsistently contributes to class discussion and/or makes comments that are often off topic, irrelevant, and/or otherwise distracting.</td>
<td>Rarely contributes to class discussion and/or makes comments that negatively detract from the learning environment of the class.</td>
</tr>
<tr>
<td>Preparation for Class</td>
<td>Consistently arrives to class fully prepared to participate (e.g. having completed any required readings, exercises, etc.).</td>
<td>Generally arrives to class prepared to participate (e.g. having completed most required readings, exercises, etc.).</td>
<td>Inconsistently arrives to class prepared to participate (e.g. having completed some required readings, exercises, etc.).</td>
<td>Rarely arrives to class prepared to participate (e.g. having completed few required readings, exercises, etc.).</td>
</tr>
<tr>
<td>Active Listening and Note Taking</td>
<td>Consistently demonstrates active listening when others are speaking and taking thorough notes during class.</td>
<td>Generally demonstrates active listening when others are speaking and taking notes during class.</td>
<td>Inconsistently appears to be listening when others speak and/or inconsistently demonstrates note taking during class.</td>
<td>Rarely appears to be listening when others speak and/or rarely demonstrates note taking during class.</td>
</tr>
</tbody>
</table>
APPENDIX: Computer Competency

List of general computer skills required in the discipline or skills covered by the course if offered for multiple disciplines:

Majors in Motion Picture Arts are required to develop basic competencies in a variety of computer software packages, including:

- Adobe After Effects (animation software)
- Adobe Premiere (editing software)
- Microsoft Excel (spreadsheet software)
- Maya (Animation software)
- Davinci Resolve (Color software)
- Nuke (VFX software)
- Nuendo (sound)

As they progress through the major, we scaffold their learning in each of these software packages. So, for example, in this course, they learn basic animation and CG graphics skills using Adobe After Effects. This lays the groundwork for them to learn more complex animation, CG, and VFX skills in subsequent semesters, using more complex animation and VFX software such as Maya and Nuke, respectively.

Statement of how the given course provides the student with these skills, including a description of a sample capstone activity used to measure the competency;

This course provides students with a variety of basic animation and CG graphic skills which they can build on in subsequent semesters. The primary software packaged used in the course is After Effects. Skills are developed through a combination of instructor lecture, online software tutorials using Lynda.com, eight hands-on technical exercises, and two culminating projects (Capstone Project: The Square Project and The CG Title). The capstone activity used to measure the competency is The Capstone Project: The Square Project. The assignment prompt for this project is included in the syllabus.

Complete syllabus which includes one of the required grading statements:

The syllabus includes this statement: In order to receive a “C-” or better in the course, the student must earn at least a “C-” on the computer competency component of the course. If the student does not earn a “C-” or better on the computer competency component of the course, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

Grading rubric for the capstone activity:

Refer to the assignment prompt and rubric included in the syllabus for the “Capstone Project: The Square Project” assignment.

Statement as to whether this course is for majors in that area, or open to all students:

This class is only open to majors.

Statement that the school/department/program will evaluate requests from their own majors for transfer credit of the required computer competency skill for their discipline:

CMPA will evaluate requests from our majors for transfer credit of the required computer competency skills for our discipline.
APPENDIX: Scholarship in Practice

The following learning objective will be assessed by the “Capstone Project: The Square Project” assignment:

- Apply relevant areas of scholarship to produce an original project (Scholarship in Practice).

An assignment prompt and grading rubric is included below which describes the assignment and grading criteria. The rubric measures proficiency in “Creativity” and “Technical Execution.” To be considered as having met this competency, students must receive a score of “Level 2” or higher in both areas (Creativity and Technical Execution). Level 2 is defined as “Approaching Proficiency: Demonstrates performance criteria most of the time with adequate level of quality, effort, and attention to detail.”
FIL 2043 ASSIGNMENT PROMPT: FINAL PROJECT--THE SQUARE PROJECT

Due Date/Time: DELIVERS WITH YOUR F1 FILM, WILL SCREEN WITH F1’S and they WILL SCREEN WITH YOUR F1’s!

Assignment Value: 50 points (25% of total grade)

ASSIGNMENT DESCRIPTION:

This assignment is deceptively simple—start with a square in center frame—and use it as a design inspiration to tell a visual story over 10 seconds, ending with a square in the center of the frame. The Square Project will be the culmination of all you’ve learned in the class about design, animation, and Adobe After Effects compositing and animation software, and you’ll need to employ all of it to create a beautiful (funny, frightening, insightful) and compelling visual story in a minimalist style. Your film will have music—and sound effects, as appropriate to your story. You will be using Photoshop, Illustrator, After Effects, and Premiere only, and you will conceive of and execute an animated film that is greater than the sum of its parts. Your assignment will be broken into two parts:

Part One (Worth 10 points)—Concept Art and/or Storyboards. It’s important to be able to previsualize your finished project—and be able to communicate to others your artistic intent and concepts for execution of the project. To that end, you will present before the class--via a series of still images or storyboards, describing your project.

Part Two (Worth 40 points)—The Final Animation. As described above, you will create you final animation, render it out of After Effects and Premiere, and submit it as your final animation project.

LEARNING OBJECTIVES:

By the end of this assignment, you will be able to:

- Employ the basic principles of design to create compositions that are both visually and spatially powerful.
- Execute concept art—or storyboards as appropriate—to describe your animated project in sequential images.
- Present concept art and “pitch” your idea before a group of fellow artists.
- Employ the 12 Principles of Animation to create animations that are temporally powerful.
- Utilize After Effects effectively to create animations.
- Tell a visual story.
ASSIGNMENT SPECS AND GUIDELINES:

- The animated film must start with a square compositionally organized in the center of the frame.
- The animated film will be 10 seconds in length. No shorter, no longer.
- The film will be accompanied by music and appropriate sound effects.
- Concept art will be presented in front of the class during WEEK 8.
- The final iteration of this project must be in the SQUARE_PROJECT-FINAL_RENDER folder as a rendered movie when you deliver your F1 film.
- Your After Effects projects will be saved along the way, and they will be available for instructor review.
- All music and sound effects must be either original music you’ve created, music available from the Music library provided, or Creative Commons, with permission for fair use granted. All music and sound effects used in the project will be credited at the end of the film.

GRADING RUBRIC:

This assignment will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Description of Performance Criteria</th>
<th>Proficiency Level 0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Student has created a simple visual narrative, whether abstract or realistic, that is engaging and entertaining.</td>
<td></td>
</tr>
<tr>
<td>Technical Execution</td>
<td>Student has created and rendered out an animation—with appropriate audio—that is precisely ten (10) seconds in duration from start to finish. It starts with a 250 pixel by 250 pixel square in the exact center of the frame, and ends with a 250 pixel by 250 pixel square in the center of the frame.</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Proficiency</td>
<td>Demonstrates performance criteria with exceptional level of quality and distinction (e.g. the level of a skilled junior professional working in the industry).</td>
</tr>
<tr>
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</tr>
<tr>
<td>Level 4</td>
<td>High Proficiency</td>
<td>Demonstrates performance criteria consistently and reliably, with a very high level of quality, effort, and attention to detail.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Proficiency</td>
<td>Demonstrates performance criteria routinely with a good level of quality, effort, and attention to detail.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Approaching Proficiency</td>
<td>Demonstrates performance criteria most of the time with adequate level of quality, effort, and attention to detail.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Limited Proficiency</td>
<td>Demonstrates performance criteria some of the time with an adequate level of quality, effort, and attention to detail.</td>
</tr>
<tr>
<td>Level 0</td>
<td>No Proficiency</td>
<td>Fails to demonstrate performance criteria and/or demonstrates performance criteria rarely or with a low level of quality, effort, and attention to detail.</td>
</tr>
</tbody>
</table>