

# MEDIA (CODE NO. 821)

## JOB ROLE: ANIMATOR (QUALIFICATION PACK: Ref Id. MES/Q0701) SESSION 2020-2021 CLASS XII

### 1. Introduction

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An Animator is an artist who creates multiple images, which when displayed in rapid sequence give an illusion of movement called animation. An Animator needs to refer to the concept of artwork prepared by animation artists to produce a sequence of 2D or 3D images by producing multiple images called frames, which when sequenced together rapidly create an illusion of movement. The images can be made up of digital or hand-drawn pictures, models or puppets. An Animator has the responsibilities of developing animation as per client requirement and work with editors to composite the various layers of animation.

### 2. Course Objectives

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1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Demonstrate the knowledge of uses and applications of Animation;
8. Demonstrate the knowledge of principles of Animation
9. Demonstrate the knowledge of basics compositing
10. Demonstrate the knowledge of various features of 2D Animation
11. Demonstrate the knowledge of the concept of 3D production pipeline
12. Demonstrate the concept of bouncing balls and various other steps of animation
13. Demonstrate the knowledge of project setting and animation rendering

### 3. Curriculum

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This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class XII opting for Skills subject along with general education subjects.

Theory	60 marks
Practical	40 marks
<b>Total Marks</b>	<b>100 marks</b>

The unit-wise distribution of periods and marks for Class XII is as follows:

<b>CLASS XII (SESSION 2020-2021)</b>				
	<b>Units</b>	<b>No. of Periods for Theory and Practical 260</b>		<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>			10
	Unit 1: Communication Skills – IV	10		
	Unit 2: Self-management Skills – IV	10		
	Unit 3: Information and Communication Technology Skills – IV	10		
	Unit 4: Entrepreneurial Skills – IV	15		
	Unit 5: Green Skills – IV	05		
	<b>Total</b>	<b>50</b>		
<b>Part B</b>	<b>Skills</b>	<b>Theory</b>	<b>Practical</b>	50
	Unit 1: 3D Production Pipeline	20	20	
	Unit 2: Basics of Video and Sound Editing	20	40	
	Unit 3: Basic Tools and Techniques of Animation in Autodesk MAYA	50	60	
	<b>Total</b>	<b>90</b>	<b>120</b>	
<b>Part C</b>	<b>Practical Work</b>			
	Practical Examination			15
	Written Test			10
	Viva Voce			05
	<b>Total</b>			<b>30</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>			
	Practical File/Student Portfolio			10
	<b>Total</b>			<b>10</b>
	<b>Grand Total</b>			<b>100</b>

## 4. CONTENTS

### CLASS XII (SESSION 2020-2021)

#### PART A: EMPLOYABILITY SKILLS

	<b>Units</b>
1.	Communication Skills IV
2.	Self-management Skills IV
3.	Information and Communication Technology Skills IV
4.	Entrepreneurial Skills IV
5.	Green Skills IV
	<b>Detailed curriculum of Employability Skills is available separately</b>

## PART B: SKILLS

Units	
1.	3D Production Pipeline
2.	Basics of Video and Sound Editing
3.	Basic Tools and Techniques of Animation in Autodesk MAYA

UNIT 1: 3D PRODUCTION PIPELINE		
Learning Outcome	Theory	Practical
1. Describe the Preproduction activities	1. Story boarding – layouts model sheets and animatic 2. Use of Adobe Photoshop for UV Mapping and Texturing 3. 3D animation in Autodesk MAYA	1. Demonstration of preproduction activities 2. Preparation of a flow chart of pre- production activities and required materials/equipment 3. Identification of the various drawing and text tools and the utility of the same (geometric, line, pen, brush, text, stroke, fill, point, erase, etc.)
3. Demonstrate the concept of texturing in Adobe Photoshop and modeling in Autodesk MAYA (Production 1)	1. Texturing and modeling 2. Basic standards followed in texturing and modeling	1. Creation of model for stop motion 3D animation 2. Texturing of character
4. Demonstrate the concept of lighting and rigging in Autodesk MAYA (Production 2)	1. Lighting and rigging 2. Basic standards followed in lighting and rigging 3. Importance of lighting in animation	1. Demonstration of the concept of lighting and rigging 2. Demonstration of use of lighting to create a bright image
5. Demonstrate the post production activities	1. Animatics 2. Creating .avi files to see the flow of animation and its timing 3. Creating Animatics 4. Postproduction process of animation 5. Exporting animation sequences and rendering	1. Demonstration of postproduction activities 2. Preparation of a flow chart of postproduction activities and required materials/equipment

<b>UNIT 2: BASICS OF VIDEO AND SOUND EDITING</b>		
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>
1. Use Adobe Premiere CS/CC	<ol style="list-style-type: none"> <li>1. Concept of work spaces</li> <li>2. Video and Sound editing projects and its creation</li> </ol>	1. Demonstration of the use of tool box of AdobePremiere CS/CC
2. Edit the video	<ol style="list-style-type: none"> <li>1. Video editing work flow</li> <li>2. Timeline panel</li> <li>3. Basic standards followed in editing a video</li> <li>4. Clips and its types</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of editing the video</li> <li>Handling the linking Audio or Back-ground Music with the Video in Audio Tracks in Adobe Premiere</li> </ol>
3. Use Adobe Sound Booth	<ol style="list-style-type: none"> <li>1. The procedure of increasing or decreasing the amplitude of arrange by using the volume pop-up menu</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of the use of Adobe Sound Booth</li> <li>2. Giving the demo of editing of the beginning or end of an audio track</li> </ol>
4. Edit the sound	<ol style="list-style-type: none"> <li>1. Various ways of editing audio track</li> <li>2. Multi Track Sound Editing</li> <li>3. Rendering the output audio file for playing in any Media Player</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of increasing or decreasing the length of the range by clicking and dragging the start and end points of the audio track</li> <li>2. Demonstration of editing the sound track</li> <li>3. Demonstrate audio output in .WAV and .MP3 audio file format</li> </ol>

<b>UNIT 3: BASIC TOOLS AND TECHNIQUES OF ANIMATION IN AUTODESK MAYA</b>		
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>
1. Demonstrate the use of edit keys in timeline	<ol style="list-style-type: none"> <li>1. Key Frame Animation</li> <li>2. Use of Auto Keying Animation</li> <li>3. Disadvantages of auto key</li> <li>4. Maya timeline</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of the use of Maya timeline, workspace, view ports, tools</li> <li>2. Changing the settings in Maya timeline</li> </ol>
2. Demonstrate the purpose of frames, timing, frame rate and key frames	<ol style="list-style-type: none"> <li>1. Frame, timing and frame rate</li> <li>2. Reasons for using key frame</li> <li>3. Aspects of key frame? (picture size, position, rotation)</li> <li>5. Concept of setting key frames</li> <li>6. Importance of the Set key</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of number of frames, timing, frame rate and key frame in animation</li> <li>2. Demonstration of the difference between tweening and key frame</li> <li>3. Demonstration of setting key frames</li> </ol>
3. Create and edit animation sequence graph	<ol style="list-style-type: none"> <li>1. Use of Graphic Editor</li> <li>2. Editing animation curves using</li> </ol>	1. Demonstration of editing animations in the Graphic Editor

using Graphic Editor	Graphic Editor	
4. Create a bouncing ball	<ol style="list-style-type: none"> <li>1. Representation of different bouncing balls</li> <li>2. Details of bouncing ball</li> <li>3. Implementing the principles of animation on bouncing ball (e.g. Squash and Stretch, Ease In/Out)</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of the knowledge of use of middle-mouse button</li> <li>2. Creating bouncing ball - animation of 200 frames by implementing two principles of animation</li> </ol>

## 5. TEACHING ACTIVITIES

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The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

### CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

### PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the teacher to the Head of the Institution.

### SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations

or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## **6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOUR**

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In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on the various aspects. Principals and teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

## **7. LIST OF EQUIPMENT AND MATERIAL**

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The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

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|--------------------------|---------------------------------------|
| 1. 3-Hole Punched Paper  | 12. Drawing Pencil Sets               |
| 2. Adobe After Effects   | 13. Drawing sheets                    |
| 3. Adobe Flash           | 14. Flipbook                          |
| 4. Adobe Photoshop       | 15. Internet Connection               |
| 5. Adobe Premiere Pro    | 16. Marker/Chalk                      |
| 6. Art Gum Eraser        | 17. Non-Photo Blue Pencils            |
| 7. Autodesk Maya         | 18. Paints                            |
| 8. Brushes               | 19. Printer                           |
| 9. Computer System       | 20. Scanner                           |
| 10. Demonstration Charts | 21. Watercolors, Markers, and Pastels |
| 11. Digital Camera       | 22. Whiteboard                        |
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