3d Modeling & Animation 2:

Instructor: Ben Taylor
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This course is highly project based. Students will be asked to find a partner to compete with. They will train using various prompts to create short films, designed to make them well rounded at modeling, texturing, rigging, dynamics & effects, animation, lighting and rendering. Students will become confident in their ability to handle any 3d animation prompt scenario. This is to give them a competitive edge at the State & National SkillsUSA competitions in April & June respectively.

Semester 1: Projects 1,2,3:

Students will take a prompt, and time themselves completing the challenge in 8 hours. In between timed projects, students and instructor will work to better the students at areas of weakness and strategizing roles and tasks for each individual on the team.

Semester 2:

- **Techfair Competition**
- **State SkillsUSA Conference**
- **The Road to Nationals**
  - **More training**
  - **Real Time Render Workflows (Unreal & Unity)**

Students will need to be self starting and highly motivated to compete. They will learn to teamwork and excellence in animation.

Class is Pass/Fail. Either you did the work, met the requirements, have a passing score on the certification exams, or you didn't. My goal is that students learn the tools and strategies required to have a blast creating their own videos/animations/and motion graphics and want to keep learning. Grading will be based on the following Feedback Rubric Portfolio Tech Skill

Portfolio Tech Skill Assessment Feedback Rubric

(Bloom's)		1 remember 2 understand	2 understand 3 apply	4 analyze 5 evaluate	5 evaluate 6 create
				SkillStack Badge Earned	SkillStack Badge Earned
	IWS	E	N	PA	J
Performance Level	Insufficient Work Shown	Exposure Only	Novice	Proficient/Apprentice	Journeyman/Trainer

Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With significant supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With *minimal prompting* and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can *independently* demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student *consistently and independently* demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.
Rubric Criteria	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like on-the-job experience)	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and skill to work toward independence)	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving toward self-knowledge)	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on continued learning and ever-increasing self-knowledge goals)
Examples	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.