Stage 2 Creative Arts  
Assessment Type 1: Product  
Student Response  

CONCEPT:

Driving safety announcement.

“Safe driving, don’t leave home without it”

- The scene starts with a crash that has recently happened, and the animation will reverse through the crash (parts of car will fly back onto the car, the dents will disappear, the stoby pole / building will be fixed.)
- The animation will continue backwards through the driving from the house, to where the person crashed. Then reverse park, walk backwards through the door and put keys back down. Just after the person puts the keys down the animation slows down, stops, and “reverses” so it’s now being played forward.
- The person picks up their keys AND safe driving (maybe a key ring with “safe driving” obviously displayed on it). The camera could zoom into the “safe driving” key ring or object, and then the person walks out the door.
- Screen goes black, and glass shards reverse into the words “SAFE DRIVING” (done similarly to the backwards car crash) and then the words “Don’t leave home without it.” Appear underneath it.

To achieve this I will go through several steps:

- Story board creation
- Modeling
- Animation
- Texturing
- Animation
- Rendering
- Compositing

BELOW: concept for glass shards coming together.

Practical Application
Thoughtful and mostly clear expression and communication of ideas and opinions relevant to the program focus.

Knowledge and Understanding
Some depth of knowledge of different creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
Community Service Animation Evaluation

I worked on my animation alone so I did all the work. My animation was very ambitious and that is probably the reason it didn’t work very well. I think the concept was solid, but I used a hard program, and tried to do it in 3D. I don’t think this was a very good choice for the time constraints. Over all though I think my animation was about two thirds finished. Some of the troubles I had were the complexity of the program I was using, this compounded the time constraint and I missed out an important scene (the scene in which the punch line is delivered) in my animation, which made it not make as much sense as it did in the concept.

The complexity of the program made it hard to finish within the allotted timeframe, leading to my animation being handed in unfinished. What made working in 3D really time-consuming and difficult was that instead of drawing a character/object, I had to build them. Placing every point where it was meant to be. Also colouring is a completely different process with the 3D program. Instead of picking a colour from a palette, I had to create textures, pick the colours and edit its properties like reflection, specularity, translucently, bump maps, Fresnel values and more. Another aspect of the difficulty was the lighting. I had to put lights in the scene and edit their properties so the object would show up properly. A lot of these things are things that wouldn’t need to be done in a 2D animation. This added complexity to my animation and took up a lot of time. In Ble...
Additional Comments:

The following annotations refer to the video clip for Task – Production #1:

**Practical Application**

- Thoughtful and mostly clear expression and communication of ideas and opinions relevant to the program focus.
- Well-considered use of the creative arts process in the development and presentation of polished creative arts product(s).
- Productive and proactive approaches to the creative arts process.
- Generally integrated development and application, with some refinement, of different practical skills, techniques, and processes.

The following annotations refer to the video clip for Task – Production #2:

**Knowledge and Understanding**

- Knowledge of key creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.

**Practical Application**

- Thoughtful and mostly clear expression and communication of ideas and opinions relevant to the program focus.
- Well-considered use of the creative arts process in the development and presentation of polished creative arts product(s).
- Productive and proactive approaches to the creative arts process.
- Generally integrated development and application, with some refinement, of different practical skills, techniques, and processes.

**Investigation and Analysis**

- Competent exploration and some analysis of appropriate creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.

**Evaluation**

- Superficial consideration of personal creative arts ideas, processes, or products.

**Summary of the work from Task – Production #1 and Task – Production #2**

This work displays evidence of the specific features as an on balance assessment as a B- grade.

The majority of the evidence lies in the complexities of digital animation contained within each clip. There is some written evidence to support production one ‘Safe Driving – Don’t Leave Home Without It’. The second production, ‘Space’ is evidenced totally within the clip.

It is evident in this work that the creative arts process – investigation, development, production and reflection – has occurred within this component of the course.
no “motion tween” equivalent. Motion tween is in macromedia flash and it creates motion for you. Using blender I had to move the objects every frame.

This screenshot shows an unfinished scene of my animation. This scene had no colour or texture on the ground and there was no movement.
### Performance Standards for Stage 2 Creative Arts

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| **A**
  - In-depth knowledge and understanding of creative arts concepts specific to relevant creative arts discipline(s).
  - Astute and accurate understanding and use of language specific to relevant creative arts discipline(s).
  - In-depth knowledge of a variety of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
  - Appropriate knowledge and understanding of key creative arts concepts specific to relevant creative arts discipline(s).
  - Appropriate understanding and use of language specific to relevant creative arts discipline(s).
  - Knowledge of key creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
  - Basic knowledge of some creative arts concepts and recognition of their relevance to a creative arts discipline.
  - Awareness and use, in context, of some terms relevant to creative arts discipline(s).
  - Recognition of some creative arts media, materials, techniques, processes, and technologies, and awareness of one or more possible applications.
  - Some basic understanding of creative arts media, materials, techniques, processes, or technologies.
  - Attempted recognition of creative arts media, materials, techniques, processes, or technologies.
  - Limited awareness or use of terms that may be relevant to the creative arts.
  - Emerging awareness of creative arts media, materials, techniques, processes, or technologies.
| Creative and clear expression and communication of ideas and opinions relevant to the program focus.
  - Discerning use of the creative arts process in the development and presentation of well-refined creative arts product(s).
  - Highly productive and proactive approaches to the creative arts process.
  - Refined and integrated development and application of a variety of practical skills, techniques, and processes.
| Purposeful investigation, selection, critical analysis, and full acknowledgment of a variety of appropriate sources and ideas.
  - Astute and detailed exploration and analysis of appropriate creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.
| Insightful and knowledgeable evaluation of creative arts products, with reference to practitioners’ intentions, processes, outcomes, and contexts.
  - Insightful critical reflection on personal creative arts ideas, ideas and processes, and astute expression of aesthetic opinions.
| **B**
  - Some depth of knowledge and understanding of creative arts concepts specific to relevant creative arts discipline(s).
  - Mostly accurate understanding and use of language specific to relevant creative arts discipline(s).
  - Some depth of knowledge of different creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
| Thoughtful and mostly clear expression and communication of ideas and opinions relevant to the program focus.
  - Well-considered use of the creative arts process in the development and presentation of polished creative arts product(s).
  - Productive and proactive approaches to the creative arts process.
  - Generally integrated development and application, with some refinement, of different practical skills, techniques, and processes.
| Well-considered investigation, selection, analysis, and acknowledgment of sources and ideas.
  - Some depth of exploration and analysis of appropriate creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.
| Well-considered and well-informed evaluation of creative arts products, with reference to practitioners’ intentions, processes, outcomes, and contexts.
  - Well-considered reflection on personal creative arts ideas, ideas and processes, and thoughtful and well-informed explanations of aesthetic opinions.
| **C**
  - Appropriate knowledge and understanding of key creative arts concepts specific to relevant creative arts discipline(s).
  - Appropriate understanding and use of language specific to relevant creative arts discipline(s).
  - Knowledge of key creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
| Generally considered and clear expression and communication of ideas and opinions relevant to the program focus.
  - Competent use of the creative arts process in the development and presentation of appropriate creative arts product(s).
  - Generally productive approaches to the creative arts process.
  - Competent development and application, with some refinement, of key practical skills, techniques, and processes.
| Considered investigation, selection, critical analysis, and acknowledgment of sources and ideas.
  - Considered exploration and some analysis of appropriate creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.
| Considered and informed evaluation of creative arts products, with reference to practitioners’ intentions, processes, outcomes, and contexts.
  - Considered reflection on personal creative arts ideas, ideas and processes, and considered appreciation of others’ creative arts ideas and processes.
  - Considered and informed appraisal of others’ creative arts ideas and processes, with reference to some aesthetic opinions.
| **D**
  - Basic knowledge of some creative arts concepts and recognition of their relevance to a creative arts discipline.
  - Awareness and use, in context, of some terms relevant to creative arts discipline(s).
  - Recognition of some creative arts media, materials, techniques, processes, and technologies, and awareness of one or more possible applications.
| Basic expression of an idea or opinion relevant to the program focus.
  - Some experimentation with or exploration of aspects of a creative arts process in the development or presentation of a basic creative arts product(s).
  - Some basic participation in aspects of the creative arts process.
  - Some development and application of a practical skill, technique, or process.
| Identification and some use of sources or ideas.
  - Some basic exploration and description of creative arts media, materials, techniques, processes, or technologies within or across creative arts forms.
| Description and some consideration of creative arts products, with occasional reference to practitioners’ intentions, processes, outcomes, and/or contexts.
  - Superficial consideration of personal creative arts ideas, ideas and processes.
  - Some reference to aesthetic qualities in others’ creative arts ideas or processes.
| **E**
  - Some recognition of one or more selected arts concepts.
  - Limited awareness or use of terms that may be relevant to the creative arts.
  - Emerging awareness of creative arts media, materials, techniques, processes, or technologies.
| Attempted expression of an idea or opinion that may be relevant to the program focus.
  - Attempted use of one or more aspects of the creative process in the limited development or presentation of a creative arts product.
  - Attempted participation in aspects of the creative arts process.
  - Attempted development and application of a practical skill, technique, or process.
| Identification of a creative arts source or idea.
  - Some attempt to describe creative arts media, materials, techniques, processes, or technologies in a creative arts form.
| Attempted description of a creative arts work, with limited reference to the practitioner’s processes or context.
  - Attempted description of a personal creative arts idea, idea, process, or product.
  - Limited awareness of aesthetic qualities in others’ creative arts ideas or processes.