

GWDA303  
Interactive  
Motion  
Graphics

The project is to create a type-driven video based on your own short story. For the first portion of the project, students will create a main protagonist character, an antagonist villain, a plot, location and whether the story is a comedy or tragedy. Begin to sketch possible scenes. Students will sketch a minimum of five storyboard solutions each with six frames. A template with the correct aspect ratio for the 720x480px movie can be found in Doc Sharing *3x2 storyboard.pdf*.

**Project**

**Two:**  
Video based  
on an  
original short  
story  
narrative

For the first and second portions of the project, thumbnail ideation and storyboards will be hand drawn and then scanned into a pdf for instructor and class presentation and critique.

For the third portion of the project students will create a rough draft of their movie incorporating suggestions made during critique. Students will add the sound to an AfterEffects project and use markers to hit the areas they have outlined in their storyboard. The first draft will be critiqued.

QUALITATIVE:  
**RUBRIC FOR  
GRADING**

For the fourth portion of the project students will add refinements and make improvements. The final .mov file will be assessed for creativity, effective narrative and continuity.

**Objectives:**

*Demonstrate the basic techniques of narrative structure*

- Create storyboards that effectively document narrative and or concept development
- Employ the narrative structure from concept to completion to convey a message

*Solve design problems with motion graphics*

- Use moving typography, illustration and photos to communicate effectively

**Design Specs:**

**Size:** 720x480 px. Sketch out five solutions as a storyboard before starting with AfterEffects. Show at least 6 frames in your storyboard.

**Movie Specs:** NTSC DV Minimum 3 minute movie at 29.97 frames per second. Save the movie as H.264 Codex in .mov Quicktime format.

**Due Dates:**

Week 4 – Twenty thumbnails sketches of various strategic scenes. Class presentation of the project

Week 5 – Storyboards and First draft of the movie exported as a .mov file

Week 6 – Presentation of Movie draft

Week 7 – Finished movie

**ARTWORK/PROJECT** (Four graded segments 10 pts each)

QUANTITATIVE:  
**RUBRIC  
FOR  
GRADING**

**10-9 Points**  
|-----|  
**A**  
Excellent  
Outstanding  
Exemplary

**8-7 Points**  
|-----|  
**B**  
Above Average  
Very Good  
Acceptable

**6-5 Points**  
|-----|  
**C**  
Average  
Good  
Not Yet  
Acceptable

**4-3 Points**  
|-----|  
**D**  
Below Average  
Needs  
Improvement  
Barely Acceptable

**2 Points / Below**  
|-----|  
**F**  
Unsatisfactory  
Poor  
Unacceptable

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**Project  
Two:**  
Video based  
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(QUALITATIVE ASSESSMENT)

*Week 4: Thumbnails*

- A: Planned carefully, met project objectives, student clearly understood the concept. Student demonstrated exceptional narrative / technical skills and created more than required thumbnail solutions.
- B: Student understood the concept but could have gone further. Student demonstrated good narrative and technical skills. Many original solutions were shown. Project would have been even stronger if the concept was more developed or thought-out but created adequate thumbnail solutions.
- C: Student understood the concept but should have gone further. Adequate original solutions were shown but all solutions did not demonstrate good narrative and technical skills but created fewer than required thumbnail solutions.
- D: The assignment was completed and turned in, but showed little evidence of any understanding with no evidence of planning or genuine creativity. Student clearly did not create enough thumbnail ideation.
- F: The student did not do the minimum required or it was never completed.

*Week 5: Five Page Storyboard PDF with 6 frames each*

- A: Planned carefully, met project objectives, student clearly understood the concept. Student demonstrated exceptional narrative and technical skills.
- B: Student understood the concept but could have gone further. Student demonstrated good narrative and technical skills. Many original solutions were shown. Project would have been even stronger if the concept was more developed or thought-out.
- C: Student understood the concept but should have gone further. Adequate original solutions were shown but all solutions did not demonstrate good narrative and technical skills
- D: The assignment was completed and turned in, but showed little evidence of any understanding with no evidence of planning or genuine creativity.
- F: The student did not do the minimum required or it was never completed

*Week 6: First Draft of the Movie*

- A: The student explored several solutions; generating many ideas; tried unusual combinations and concepts; demonstrated understanding problem solving skills. The movie followed the storyboards perfectly.
- B: The student tried a few ideas or preferred to stay on the reserved side in creating their composition, could have explored more concepts to create a stronger presentation, solved the problem in logical way. The movie did not match the storyboards perfectly.
- C: The student submitted the requisite amount of work but it lacked originality; or was an incomplete conceptual solution.
- D: Fulfilled the assignment, but gave no evidence of trying anything unusual.
- F: The student showed no evidence of original thought. The PDF was missing parts.

*Week 7: Final movie*

- A: The student made excellent revisions based on critique comments.
- B: The student did make revisions but more work would have made the movie better.
- C: The student did not make all the revisions suggested and more work would have made the movie better.
- D: The student showed below average craftsmanship, and lack of pride in finished work.
- F: The student showed poor craftsmanship; evidence of laziness or lack of understanding.