



**Australian Government**

# **ICTGAM418 Use simple modelling for animation**

**Release: 1**

## ICTGAM418 Use simple modelling for animation

### Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to plan and produce an animated sequence.

It applies to individuals who support the design, development and programming of basic digital games as part of a larger development team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Game development

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify the animation requirements of models	1.1 Clarify the animation requirements and design specifications for the model, in consultation with the relevant personnel, and according to the production documentation 1.2 Examine the most appropriate animation techniques for the animation, in order to determine which modelling techniques to use 1.3 Identify the file format and delivery platform for animated sequences 1.4 Identify factors that may influence the animation design approach 1.5 Clarify work flow sequences, in consultation with the relevant

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	personnel, to ensure that production schedule deadlines are met
2. Plan the approach	<p>2.1 Research animations, artworks and other creative sources that may inspire visual design ideas</p> <p>2.2 Generate a range of animation ideas that are technically feasible, respond to briefs, and provide creative solutions to all design issues</p> <p>2.3 Present animation ideas to the relevant personnel using appropriate design techniques</p> <p>2.4 Adjust the approach to incorporate feedback, and agree on final design concepts</p> <p>2.5 Discuss and select animation software with the relevant personnel to ensure that the animated sequences of the model meet specified outcomes</p> <p>2.6 Analyse audio assets supplied for animations, as required</p>
3. Produce animated sequences for review	<p>3.1 Create animations of models using animation and modelling techniques to suit design requirements</p> <p>3.2 Apply basic animation principles, screen principles, visual design principles and communication principles</p> <p>3.3 Apply real-world camera techniques to the virtual cameras used in the animation</p> <p>3.4 Render the completed animated sequences</p> <p>3.5 Save and store the animated sequences using appropriate output file formats, standard naming conventions, and version-control protocols</p> <p>3.6 Present the animated sequences of simple models to the relevant personnel for evaluation by agreed deadlines</p>
4. Finalise animated sequences	<p>4.1 Review the animated sequences to assess creative solutions to the design briefs, appropriateness to users or audience, and technical feasibility</p> <p>4.2 Discuss and confirm with the relevant personnel, additional requirements or modifications, and complete any changes as required</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 2.5, 4.2	<ul style="list-style-type: none"> <li>Identifies, evaluates and interprets texts containing complex technical, 3-D modelling and animation terminology to clarify requirements and research ideas</li> <li>Interprets and comprehends computer generated text, audio tracks, abbreviations, symbols, icons, numbers and letters necessary to use 3-D modelling and animation software</li> </ul>
Oral Communication	1.1, 1.5, 2.1, 2.3, 2.4, 2.5, 3.6, 4.1, 4.2	<ul style="list-style-type: none"> <li>Participates in verbal exchanges of ideas and solutions, using a range of animation and 3-D modelling terminology, and effective listening and questioning techniques to clarify information</li> <li>Presents designs speaking clearly and concisely, using specific terminology and appropriate non-verbal features</li> </ul>
Numeracy	1.1, 1.4, 1.5, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1	<ul style="list-style-type: none"> <li>Uses whole numbers, decimals and percentages relevant to file size, software and hardware specifications, measurement, scale, form, weight, volume, colour, shading, and other attributes/variables in the development of animated sequences</li> </ul>
Get the work done	All	<ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes</li> <li>Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations</li> <li>Addresses less predictable problems and uses problem-solving processes to determine solutions</li> <li>Contributes to improvement of work practices by applying the basic principles of analytical and lateral thinking</li> <li>Uses digital technologies and systems to access information, enter data and code, present information and communicate with others</li> </ul>

## Unit Mapping Information

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ICTGAM418 Use simple modelling for animation	ICAGAM418A Use simple modelling for animation	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>