



Australian Government

ICTGAM408 Use 3-D animation interface and toolsets

Release: 1

ICTGAM408 Use 3-D animation interface and toolsets

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 investigate, customise, and use 3-D animation software interfaces and toolsets.

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. Locate and identify the 3-D application navigation controls	1.1 Using chosen 3-D modelling and animation software, identify a range of 3-D navigation types, including panning, zooming and rotating around the viewport 1.2 Identify the methods of use for navigation, keyboard hotkeys and input procedures to improve user performance
2. Locate and identify the 3-D animation toolsets	2.1 Identify the common toolsets of 3-D animation software 2.2 Identify and analyse the 3-D application menus, and specific category types 2.3 Use common 3-D application transformation types 2.4 Select and use, common 3-D application-specific toolset types

ELEMENT	PERFORMANCE CRITERIA
3. Select and clarify appropriate menu categories for requirements	3.1 Associate the menu categories as required for specific tasks 3.2 Consult with the relevant personnel, and use application hotkeys for superior application interaction
4. Initiate and use application-support materials	4.1 Identify and research the range of reference material available for use in creating 3-D animation and digital effects 4.2 Present the reference material for use in the 3-D animation process 4.3 Identify the native application support procedures 4.4 Access support documents and help files, through hotkey and application menus 4.5 In consultation with the relevant personnel, use support material as required
5. Identify and plan 3-D application import and export procedures	5.1 Discuss with relevant personnel application file-management procedure types, including opening, importing, saving and exporting 5.2 Discuss, and use, application project configuration procedures with the relevant personnel 5.3 Prepare and create projects as required
6. Identify and use application feedback	6.1 Discuss user application feedback with the relevant personnel 6.2 Use application feedback to troubleshoot error scenarios, as required 6.3 Use feedback with inbuilt support documentation, as required
7. Customise application interface	7.1 Identify variation of user interface windows and panels configurations 7.2 Use the custom interface for specific requirements based on toolset procedural needs

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
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Reading	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.3, 4.4, 4.5, 6.1, 7.1	- Identifies and interprets information from texts containing complex terminology, acronyms and jargon - Interprets and comprehends computer generated text, diagrams, icons, symbols, numbers and letters necessary to use 3-D animation software
Oral Communication	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 7.1	- Employ effective listening and questioning techniques to obtain information - Participates in a verbal exchange of ideas and solutions using plain English and games terminology, summarising the main points to ensure understanding
Numeracy	2.3, 2.4, 5.1, 5.2, 5.3	Uses whole numbers, decimals and percentages relevant to measurement, font size, scale, ratio, coordinates, colour, shading and other attributes/variables in the development of animations
Interact with others	3.2, 4.5	Cooperates and collaborates with others as part of routine activities, and to elicit support
Get the work done	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1-4.5, 5.1-5.3, 6.1-6.3, 7.1, 7.2	- Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations - Uses digital systems and tools to complete routine tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTGAM408 Use 3-D animation interface and toolsets	ICAGAM408A Use 3-D animation interface and toolsets	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>

Assessment Requirements for ICTGAM408 Use 3-D animation interface and toolsets

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Performance Evidence

Evidence of the ability to:

- interact and navigate with 3-D application interface and toolsets
- manage files to protocols
- execute and use 3-D application native support
- use 3-D application user feedback
- configure custom panels and window configurations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline 3-D animation production protocols
- describe the contents and application of a production brief
- outline the process for the development and recording of ideas
- outline the protocols for filing media assets
- outline fundamental research principles
- discuss the principles of design and colour for use in 3-D animation and digital effects environments
- outline the procedures for producing a storyboard and script
- discuss the technical constraints that hardware and software impose on graphics requirements and creative visual design.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:

- reference materials
- appropriate computer hardware and software
- games engines
- file storage.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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