

Demo Reel Research
Instructor: Krishna M. Sadasivam

Character and Environment Process work

Pick a popular nursery rhyme and develop character concepts and environment concepts that support the story. Think carefully about the characters' looks, costumes and attitude when developing ideas.

Think carefully about how the environment plays a role in the story. Your goal will be to develop character AND environment process work. Post these on your blog.

Keep your process work as quick sketches. Refine them only after you have "blocked out" the shapes for the characters.

DUE NEXT WEEK:

Use Col-erase pencils or regular pencils to do the following:

1. At least **10 concept sketches for EACH main character** in your story. Push the designs using the techniques and principles covered in class. Your characters' personality and attitude should be effectively communicated in your characters' design. Refine your designs - PUSH their poses!
2. Develop at least **3 DIFFERENT views of the environment** your character resides in. Sketch these out, bearing in mind perspective and visual interest. Avoid FLAT layouts. Think FOREGROUND, MIDDLE GROUND, and BACKGROUND when composing your environmental shots. Each view should be on a separate sheet of paper.
3. Post your results on your process blog BEFORE coming to class.

The grading rubric for this project is on the next page.

Concepts 20 points	A thorough exploration (15 to 20 concepts) of character design. Designs are unique, defined, and show progression / evolution of the character with a variety of body and head shapes that fit the description of the character. Design notes are present and clearly explain the designer's thought process.	A good exploration (8 - 10 concepts) of character design. Character designs are fairly similar to one another, with minor variations. Design notes are present. Similar head and body shapes used throughout.	An average exploration (5 - 7 concepts) of character design. Character designs are fairly similar to one another, with minor variations. Design notes missing and/or not elaborated upon. Not much variation in head and body shapes.	A weak exploration (less than 5 concepts) of character design. Not enough development shown to indicate process.	Not turned in
Silhouettes 20 points	Silhouettes for the character are very clear and easy to read. Personality, age, sex, and time period can be inferred through the silhouette.	Silhouettes for the character have minor issues, but overall reads clearly. Personality, age, sex, and time period can be inferred through the silhouette.	Silhouettes have many issues. Certain elements of the character's personality, age, sex, and time period are ambiguous or unclear.	Personality, age, sex, and time period are ambiguous or unclear.	Not turned in
Appeal (Looks) 20 points	Character has real magnetism and charm.	A pleasing design. Exaggeration of character elements leads to an assumption of personality.	Interesting looking character with varying success.	Expressions lack real emotion or little range. Character appears lifeless, devoid of attitude or demeanor.	Not turned in
Environment Composition 20 points	camera angles for renders suggest depth (foreground, middle ground, background). Excellent balance between positive and negative space.	Solid composition, good contrast between positive and negative space, but composition lacks depth.	Composition is flat, too much negative space, poorly lit scenes.	Weak or negligible attempt	

Environment Rendering	A sense of time period and personality and charm are clearly evident in the environment. The characters fit their environment.	A sense of time period and personality are somewhat evident in the environment. There may be slight issues between the environment and the characters.	The sense of time period and personality are not evident in the environment. Characters do not fit the environment they are designed for.	Environment is plain, devoid of charm and personality that suggest a cohesiveness with the story and the characters.	
Technical Specs followed 20 points	All drawings are uploaded to the student's process blog with descriptions accompanying each image.	All drawings are uploaded to the student's process blog. Missing additional notes accompanying each image.	Images are not uploaded to the student's process blog, but work is scanned in and placed in drop-off box.	Images are not scanned in and placed in the dropoff box. Work is in the student's sketchbook.	Work not turned in.

Total Point Value: 120