# Assessment event 1 of 2: Project

## Criteria

### Unit code and name

ICTGAM427 | Use 3-D software interface and toolsets

### Qualification/Course code and name

ICT40120 CERT IV in Information Technology Game Development

## Student details

Student name

Student number

Version: 1

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## Assessment instructions

Table Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment event overview** | The objective of this assessment is to assess your knowledge and performance in selecting and operating a piece of 3D Modelling & Animation software relevant to the game development process.  This assessment is in 2 parts:   * Part 1: Research & Analyze Technology * Part 2: Demonstrate Basic Uses of Software   And is supported by:   * A submission checklist * Assessment feedback * Supporting evidence documents\*   **Note**: This assessment may contain links to external resources. Access to the long URL is provided via the External resources – Links and URLs section located at the end of this document. |
| **Unit assessment guide** | Refer to the unit assessment guide (UAG) before attempting this assessment event. The UAG contains information including assessment requirements and how to achieve a satisfactory result. |
| **Submission instructions** | When you complete this assessment:   * read the checklist at the end of the assessment to make sure you have completed everything * keep a copy of all the electronic and hardcopy assessments you submit to TAFE NSW * make sure you have completed the assessment declaration before you submit. |

## Task instructions

The assessor will use the criteria outlined in the following tasks to determine if you have satisfactorily completed this assessment event. Follow these instructions to ensure you demonstrate the required knowledge and skills.

**Scenario**

In the context of this assessment, you will be asked to research, compare and demonstrate simple modelling & animation techniques that are used within the games industry applicable to a selected 3D software.

In the demonstration, the student will need to create at least 3 greybox models and perform multiple software functions upon them while explaining their usage to the audience.

The demonstration can be presented in front of the class or recorded via video editing software to then be assessed by the trainer. See Part 2 for context on the required substance.

## Part 1: Research & Analyse Technology

Read all instructions carefully and complete all requirements of the assessment. In addition, refer to the checklist that your assessor will use to assess your performance and record your results.

To complete this part of the assessment, you must complete the following task/s to industry standards:

1. Research & Select 3D Modelling & Animation Software
2. Plan Approach to Toolsets

Students will be demonstrating their ability to select an appropriate 3D Modelling &

Animation Software relevant to game development & identify its toolsets & operating procedures.

### Task 1: Research & Select 3D Modelling & Animation Software

Students will be asked to **develop a research document** for at least **two** (2) industry standard 3D modelling & animation software tools. This will then be used as a guide for you to base your demonstration on in a later task.

In this document you will need to:

1. Identify and list at least two (2) industry standard 3D modelling & animation software’s relevant to game development and **list their uses** in the industry.

**Blender & Maya: Both are used for 3D modelling, rigging and 3D animation.**

1. Compare the two software’s and select one which suits the task and context. **List at least 3 pros and cons for each** and determine which you will be using for the remainder of this assessment.

**Blender Pros: Free, open source, documentation very comprehensive**

**Blender Cons: Not industry standard, incompatible with maya rigs, some features do not transfer nicely to unity.**

**Maya Pros: Industry standard, taught in government-based animation classes, has good rigging tools.**

Maya Cons: Costs money, very complex user interface not user friendly, crashes a lot.

1. Explain how the 3D software of your choice is relevant to the demonstration task & the industry at large.

**I will use blender over maya since it is free and unity can support blender files. Some uses include making rigged characters, making environments and object models e.g. weapons, items, etc.**

1. Identify & reference a range of websites, sources and documents that can be used for learning about 3D models & animation in the selected software. This can include: places you can go to find information on fixing specific problems, or tutorials, inspiration, etc.

<https://www.youtube.com/@blenderguru> – High quality tutorials for blender

<https://docs.blender.org/manual/en/latest/> - Official documentation for blender

<https://www.youtube.com/@TheRoyalSkies> – Fast & no fuss tutorials for blender

Students will then need to develop a **‘trainer feedback’** document to store their trainer’s/peer’s feedback upon their research & demonstration skills throughout the rest of the assessment process.

This document needs to include feedback sections for:

* Feedback comments regarding the research documentation.
* Feedback comments regarding navigation & demonstration of the software.
* Feedback comments regarding the file creation & management process.
* Feedback comments regarding the sequencing of tasks related to the demonstration.

**To complete this task – the student must provide:**

* A written document that includes all the topics listed in the task instructions.
* *Eg: YourName\_IntroToUnity\_Project1-ResearchDoc.wordx*

### Task 2: Plan the Approach to Toolsets

In this task, you will need to plan the step-by-step process you will be taking to demonstrate the use of basic tools within the software. This can be done in a word document by listing the sequence of topics & tasks you will demonstrate & explain to the audience while demonstrating.

*Eg:*

1. *Introduction – Name, Profession, etc.*
2. *Introduce the software & it’s uses.*
3. *Go through the project creation process.*
4. *Open the software for the first time and introduce the areas & menus.*
5. *Etc.*
6. *.*
7. *. (and so on…)*

This can be done in the research document, in another section- or this can be written down in a separate document. Students will need to create a linear schedule in which they will introduce simple topics & tools, where to find them and then demonstrate how they work.

**To complete this task – the student must provide:**

* A written document that includes: the process and sequence of tasks in which the student will demonstrate the use of basic tools and navigation of a 3D software.
* This can be included in the document from Task 1, or be a separate document with a similar naming convention eg: *YourName\_IntroToUnity\_Project1-DemonstationPlan.wordx*

## Part 2: Demonstrate Basic Uses of Software

Read all instructions carefully and complete all requirements of the assessment. In addition, refer to the checklist that your assessor will use to assess your performance and record your results.

To complete this part of the assessment, you must complete the following task/s to industry standards:

1. Perform and demonstrate the use of a basic 3D software for modelling and animation relevant to game development.
2. Reflect on performance & record improvements.
3. Discuss performance with personnel.

### Task 1: Perform & Demonstrate the use of a basic 3D Software for modelling & animation, relevant to game development.

Students will be asked to perform a demonstration (either recorded through video & audio, or in front of the class with an observation checklist) that lasts no longer than 10 minutes and covers the following topics:

* Introduction
* Navigating around the interface of the software.
* Customizing & editing the interface of the software for personal preference/efficiency.
* Hotkeys relating to Modelling & Animation
* Transformation tools (Select, Move, Rotate, Scale)
* Frequently used menus & categories & how to utilize them for modelling/animation.
* Interaction between hotkeys & customization tools.
* Where to go to find documentation on the software tools and/or troubleshooting.
* Where to find feedback from the software when a problem occurs.
* The process of managing files for the selected software, specifically:
  + Project Creation processes
  + Importing
  + Exporting
  + Saving
  + Opening
  + Project Management & Naming Conventions
* Farewell & Sign-off.

**To complete this task – the student must provide:**

* The observation checklist copy given by the trainer on the date of demonstration.

OR

* A video file (.mp4 / .mov / .avi) containing a recording of the tasks outlined in this part, including the students’ screen, voice/or text and date/time of the recording.

### Task 2: Reflect on Performance & Record Improvements

Students will be asked to reflect upon their performance of their demonstration task & provide introspective feedback to themselves on the following topics:

* Overall timing.
  + *Were the topics introduced & covered within the allocated time?*
  + *Was enough time spent on each of the topics?*
* Subject flow.
  + *Did the subjects & demonstration flow into each other?*
  + *Did the topics change drastically or gradually?*
* Verbal explanation.
  + *Was the tone clear & conscice?*
  + *Was there enough information provided? / Was there too much information provided?*
* Any improvements to be made. (There should be at least 2)

### Task 3: Discuss Performance with Required Personnel

Students will be asked to approach their trainer/assessor and discuss their demonstration & performance. The trainer/assessor should address all topics in previous tasks, as well as give their own feedback as an audience member to the student inside the feedback document created in Part 1, Task 1.

The student is to write down any verbal feedback, or record any written feedback from the trainer within this document and

## Submission checklist

Submit the following for marking:

This completed Assessment event 1 of 2: Project

Observation Checklist OR Video Recording File

Research Documentation

Demonstration Task Sequence Document

## Checklist

* A written document that includes all the topics listed in the task instructions.
* *Eg: YourName\_IntroToUnity\_Project1-ResearchDoc.wordx*

The assessment checklist lists the **requirements for each task** in this assessment as outlined in the student’s assessment instructions. The assessor will use this checklist to ensure **all** required tasks have been completed and submitted and provide feedback for each task.

Note that S = Satisfactory and U/S = Unsatisfactory