



DAYTON REGIONAL
STEM SCHOOL

PORTFOLIO: ENTRY 2

*AVA RICHARDS
MS. WHEELER
24 APRIL 2020
ADVISORY*

INDIVIDUAL ROLE PROJECT TASK 2

The first long-term project of this school year was the Individual Role Project in Language Arts. The project had three components: an objective essay, a chosen creative representation, and an oral presentation. The project intended to answer the question, “What is an individual’s role in society?” After learning about various philosophical takes on the question, I decided I wanted a variety of perspectives shown in my essay, so I chose Emma Goldman, a pioneer of American anarchism. For my second product, I created an opinionated TED Talk about how politics intersects with the theme of the Driving Question. Though I already enjoy learning about politics outside of school, this project inspired me to want to potentially pursue political science in college. I enjoyed learning about many different philosophical perspectives in this project, and I would like to continue educating myself on the topic, whether that be through university or through my own research.



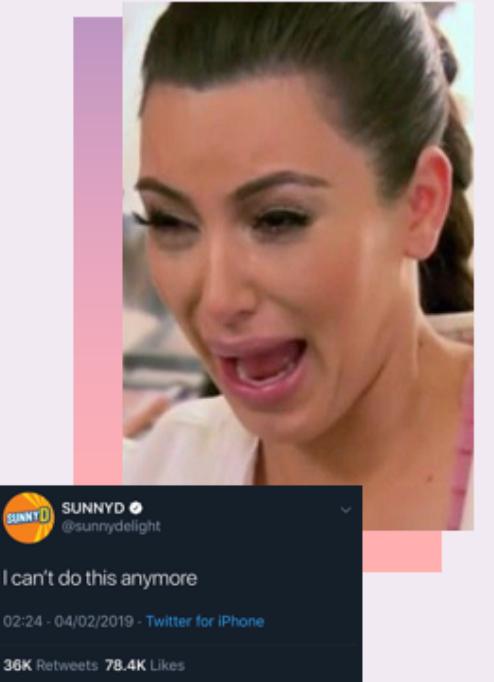
THE INDIVIDUAL ROLE PROJECT: TASK 2

My final product for Task 2 of the Individual Role Project was a TED Talk about how politics intercedes with the project's topic. The point of the PowerPoint was to show the audience that "societal roles" are affected by factors beyond their control. In this case, the "role" of a billionaire is different from the working class.

Modern day?

- Nonfictional entertainment-centric media (social media, TV, radio) tends to focus on the wealthy.
 - Wealthy YouTubers, "Hype Beasts", Influencers, "flexing on people", etc. have all built a culture based on wealth and consumerism.
- You are more likely to trust advertisements from someone familiar that you trust.
 - This is why many companies opt for sponsorships rather than direct advertisements.
- Media is CONSTANTLY trying to get you to be sympathetic towards rich people and corporations.
 - Why else do brands act like people on Twitter?
 - Remember the thread where SUNNYD "vented on main" about depression, only to receive encouragement and support from other brand profiles?
 - The most insidious part, to me, was the weaponization of mental illness against the public at large.

WHICH BRINGS ME TO MY NEXT POINT.



OCTOBER 9, 2019



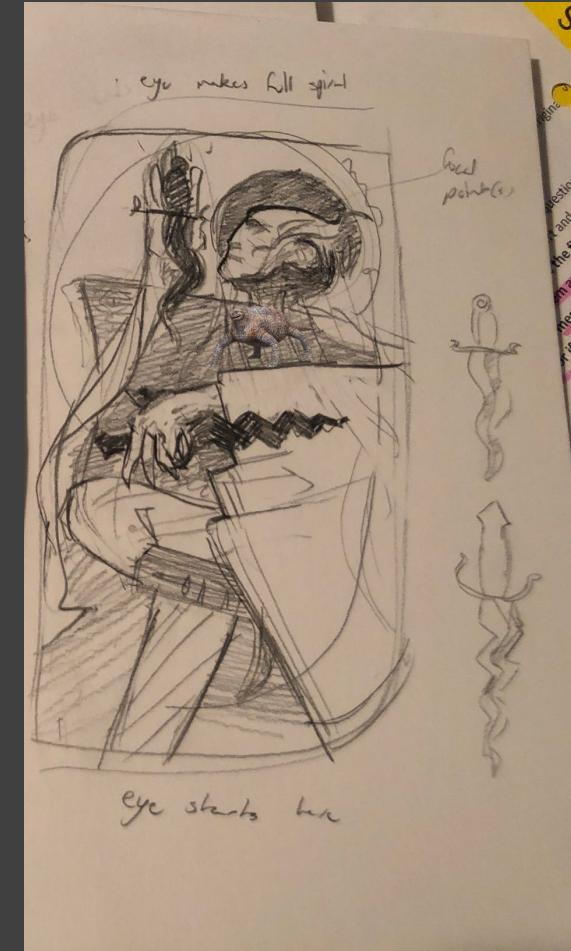
CONCEPT ART TASK 1+2

In Game Design class, the second large project of the year was to create concept art as an assessment of the Video Game Art unit. The project itself had two main components, simply called Task 1 and Task 2. Task 1 involved students choosing a game from our class textbook, *Blood, Sweat, and Pixels* by Jason Schreier, and creating concept art from a few of the game's finished assets. The caveat is that students were not permitted to look up the game's concept art; the goal was to reimagine the concept art based upon what ended up being put in the final game. I chose *Dragon Age: Inquisition* because of my familiarity with the franchise. Task 2 involved creating entirely original concept art. All concept art requires that the artist draw multiple perspectives of the same object, often with notes about the design. As an artist, I enjoyed the chance to exercise my creativity in design. Prior to this project, I knew of concept artistry, but it never personally interested me. However, I enjoyed the process of creating concept art more than I anticipated. Because of this project, I am interested in pursuing a career as a concept artist.



An example of Task 1 showing my sketch of a UI element in *Dragon Age: Inquisition*'s character creation menu.

November 2019



3D MODELING UNIT: BLENDER & 3DS MAX TASK 3

In the age of virtual and augmented reality, 3D modeling has become a highly-sought after skillset. Most video games use 3D models, but they are also used in serious applications, such as the military or large corporations. The 3D modeling unit had four large assignments. Because I already had skills in Blender, Mr. Pant allowed me to teach the class how to use the program, which inspired the unit's first assignment, where all students modeled a furniture prop using tools they discovered in the program. I created an ottoman; unlike the other students, I fully UV mapped and textured the object. After that, we learned how to use another program called 3DS Max. After familiarizing ourselves with the program, we finished the unit with one last assignment titled, "Task 3." In the gaming industry, asset creation typically involves collaborative work, but in such large offices, it is often that someone will work on a model from an artist they have no way of contacting. The point of Task 3 was for all of the students to draw concept art, choose a design to model, have one preliminary meeting between the artist and their modeler, and then not speak to each other until the project's completion. The intention of this format was to simulate a real-world scenario. One of my classmates drew concept art of a vase. I wanted to challenge myself with modeling curves, so I chose that design to model. Overall, I think this unit has prepared me for a career in 3D modeling. After practicing asset creation on multiple occasions and working from real concept art, I know I will be able to succeed as a 3D modeler in the video game industry.



(Pictured Below) Due to the lax environment of the class, I thought to make a decoy model to present before unveiling my fully rendered ottoman. I also needed a low-poly model to demonstrate the tools I used to model the ottoman.

(2.11.2020)



(Pictured Above) This was my final render for the assignment in Blender from the class period I taught. We were required to make furniture, so I modeled and textured an ottoman. (2.11.2020)



(Pictured Below) For Task 3, I modeled a vase based off a classmate's sketch. Unlike the other two models, this model was created in 3DS Max. (4.22.20)

