



HERO

CATEGORY 5 Group 5-07

BRANDON HO (11) | 2P1

CHIANG YIN KIT (04) | 2P1

MENTORED BY: MS DENISE CHUNG

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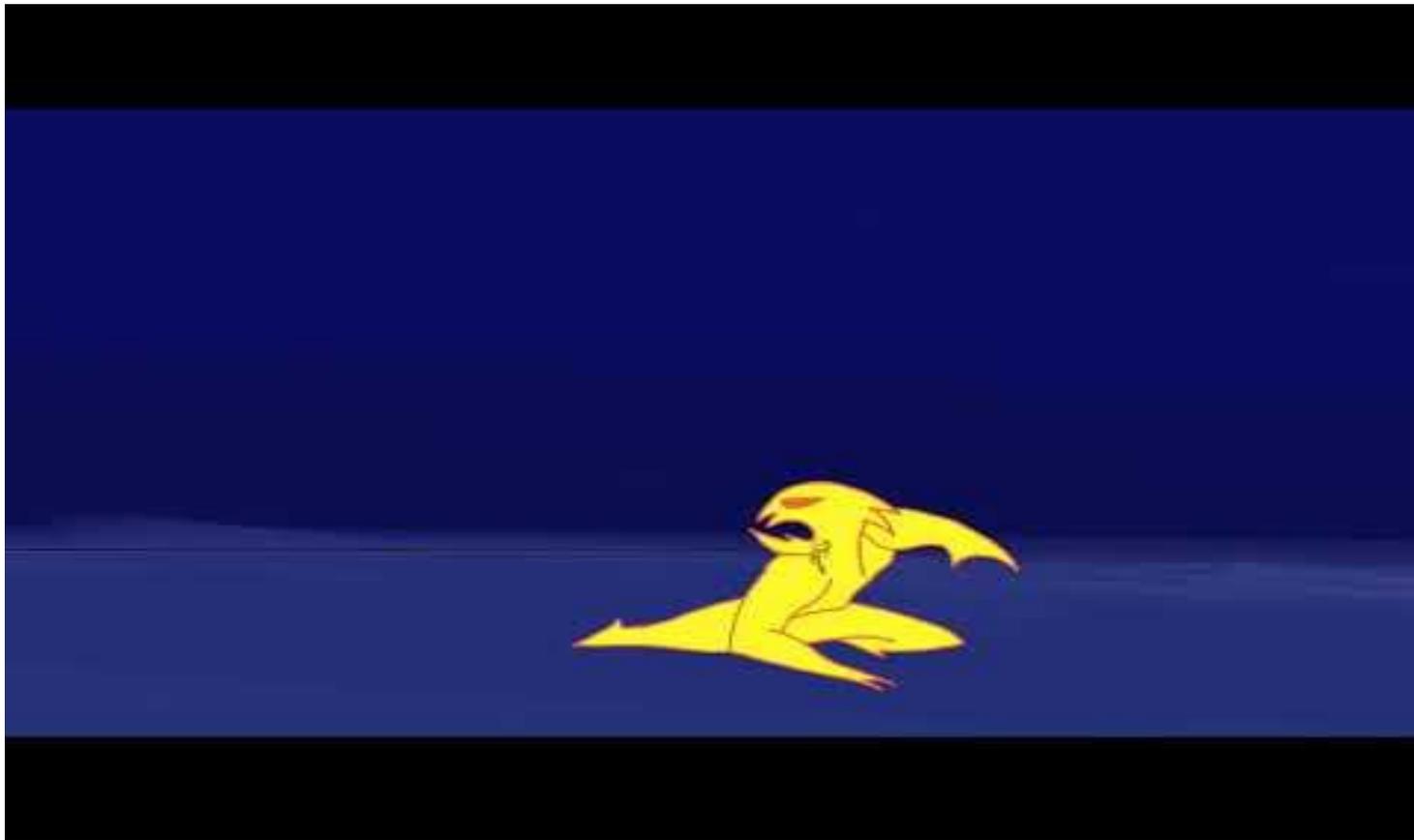
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Objective:

This animation aims to remind students who are struggling with school life that they are not the only ones facing challenges in life and inspire them to stay strong. This animation also seeks to encourage others to help people who they see are facing difficulties.



Video:



Description of Project:

This animation conveys the stress and anxiety that students face during their daily lives. Through his journey, he will learn to stay strong even in times of crisis and understand that he can seek help from others when he needs to.

We decided to use the medium of animation as it is able to depict scenes that are almost impossible in real life, giving us room to be creative with our content. It is clear and able to get the attention of teenagers easily in order to convey the message.

Plot:

The audience will see the protagonist **escaping from shadow demons**, followed by a fight scene with **three distinctive villains**. At this point in time, they will have no idea what is going on except that the main character is fighting off the villains. After a while, he will get increasingly tired after fighting the villains. This is when we will actually reveal that the villains are **actually real adults in his life**(teachers and father). The fight will emulate the feelings of students when they are being beaten down in life.

At the end of the animation, the shadow demons that were introduced earlier on in the animation (representing problems), will reappear. They will horde the protagonist to recreate the feeling of being overwhelmed. The shot will then end with the adults who previously fought the protagonist helping him face these challenges by defending him from these demons. The final shot will consist of the protagonist staring at the shadow demons with determination and end off with a message: "What doesn't kill you makes you stronger".

*highlighted parts are parts of the film in the imagination

Artist References:

Disney Classical Animation Aladdin:

We realised that in Disney animations, they often fill their characters up with flat colours and make the saturation of the colour match the atmosphere to make the characters look realistic. For example, in a dark setting, the characters have a lower-key in value.



Rise of the Teenage Mutant Ninja Turtles (2019):

We referenced the animation style and art style from this series. The black outlines that we decided to use reflect a more comic book-esque style as it ties in with our subject matter of a superhero.





What we were unable to create however, were the lighting and shadows. We felt that it took a greater amount of experience and time to do up these aspects of the animation, hence we filled most of the scenes with flat colours.



We also did not use pressure sensitivity as when handled incorrectly, will result in the character feeling glitchy.



Spider-Man: Into the Spider-Verse:

We also referenced the use of FPS (frames per second) from Spider-Man: Into the Spider-Verse, where the real life scenes are animated in 12 fps compared to the dream sequence which is animated at 24 fps to contrast the 2 scenes. Spider-Man: Into the Spider-Verse uses this by animating Miles Morales at 15 fps compared to spiderman at 24 fps to contrast their experience and fluidity in motion.



Initial Idea:



Our original idea was to create an animated film which lasted 3 minutes. The story was originally going to be much more drawn out with the intention of connecting with the audience better. We also had ideas for the scientist riding a giant demon and did not have the time to start the film off with a chase yet.

Subsequent Ideas:

We decided to shorten the animation after the feedback from the judges to prioritise quality of the animation over quantity. We added the car chase to catch the attention of the audience and removed the gigantic demon idea as it was too idealistic to fulfil.



Other changes we made:

- We decided to **remove the part** of the teachers **helping the protagonist the whole time.** The purpose of this decision was to better connect with the audience as we figured that it would be hard to imagine in real life to realise that an adult has been helping you all the while instead of being an obstacle in your life.
- However this later on **changed back** to the original idea as a sub-plot that the teachers would be helping the protagonist later on to defend against the shadow demons. This is to **ensure that adults are still put in a positive light** and so that the villains' impact on the protagonist is not completely undermined.

Mid-Term Evaluation:

We did not really have a specific direction working into the project. We just wanted to try out different scenes and animation styles and find a way to compile them in the end. Although not very professional, this allowed for freedom and easy changes to the storyboard.



These were the first few scenes that we had done, before adding additional scenes in between to make them blend together smoothly.



Methodology:

We used animation techniques such as smoothing in and out, which allows for our animation to look energetic. We also made use of squash and stretch, despite this technique not being used often for fight scenes as it will make the movement more comical in nature.



Process Documentation:

Proposal Evaluation:

Before we started on any actual animation, we had to finalise the key characters, we came up with design and concept art for us to use. The characters were based off stereotypical heroes and villains from comic books as it is after all the child's imagination.

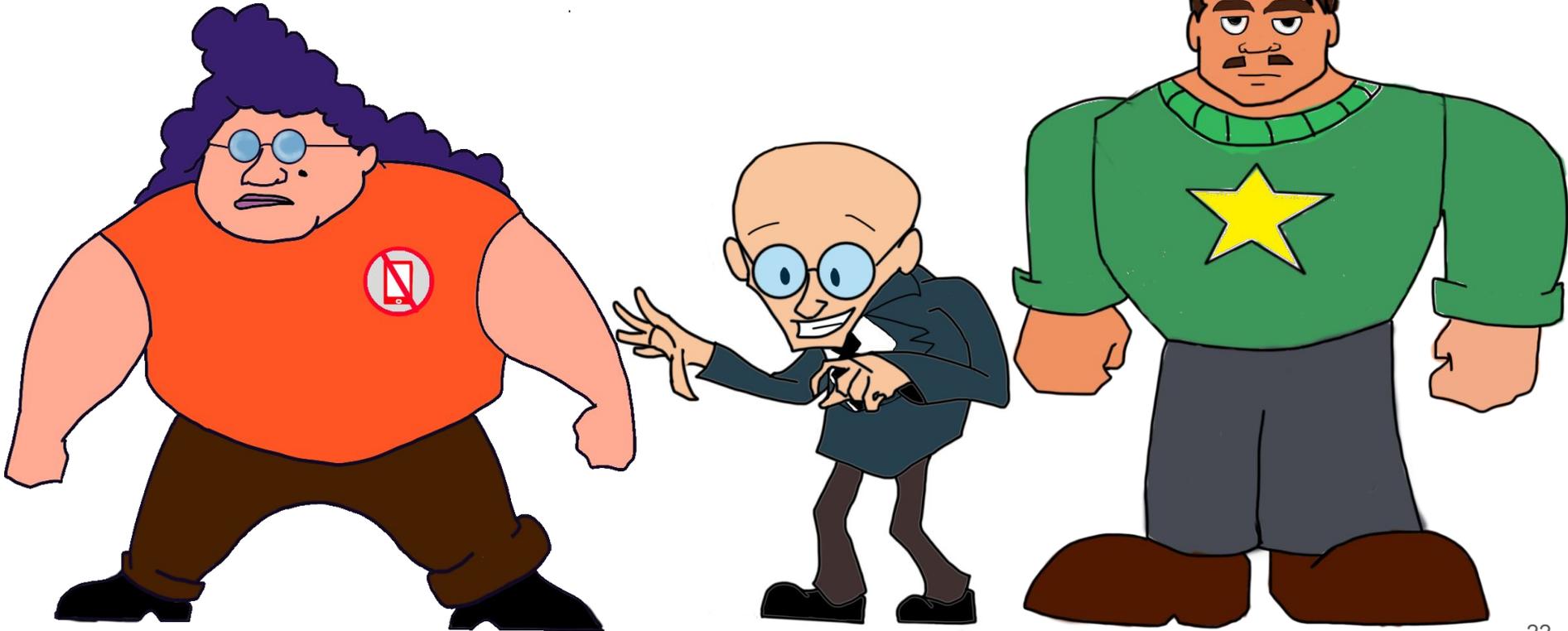




We decided to use shadow demons to represent problems as they have a menacing front which is suitable. When they attack in hordes, it can successfully replicate the feeling of being “overwhelmed”.



Counterparts for the villains in real life:



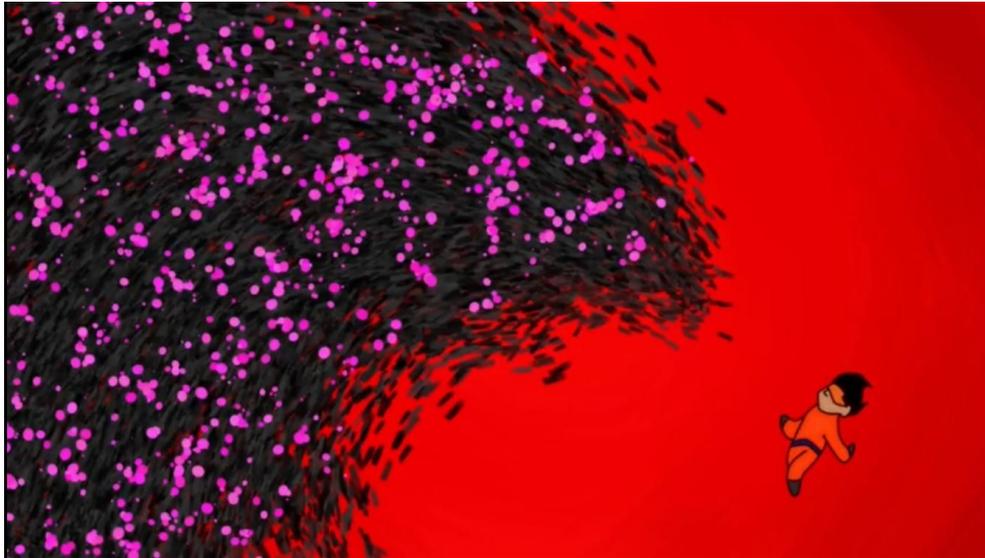
Research:

Our inspiration for the theme of our animation, which is to tell all the people (more targeted towards students) comes from personal experience. We have witnessed students face difficulties in their lives and become **socially isolated or feel bad about themselves**. Students usually do not know how to cope with these challenges and **feel overwhelmed**, which is a common theme throughout the animation. We tried to have the character being **constantly bombarded with attacks and face challenges without rest** to show the audience how it feels to be under heavy stress.



Research has also shown that more teenagers from top schools are seeking help at the Institute of Mental Health (IMH) for school-related stress. IMH said that stress-related, anxiety and depressive disorders are common conditions seen at its Child Guidance Clinics, which treat children aged six to eighteen.

This proves that our animation will not only impact the students in Hwa Chong, but also affect students who are facing stress **all around Singapore.**



Music



"Ready Aim Fire"
Kevin MacLeod
<http://incompetech.com>

We chose music made by Kevin Macleod as he is a renowned musician known for creating royalty free music for students' usage. We chose his tracks "ready aim fire" and "five armies" as a riveting background to push the plot forward and an epic, fitting end to the storyline respectively.

Reflections:

Challenges: It was difficult for us to learn a new software within a short span of time and we have to adapt to it. Animation is also a very time consuming process and Brandon has major events such as the HC100 musical to attend to.

Strengths and Areas for Improvement: We could have planned our time better to ensure that the animation was the best quality it could be.

What We Have Learnt: We should have a vision for what we want to complete and stick to it, not waver our plans along the way.

Word count: 1242

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