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Media & Entertainment Skills Council

# Facilitator Guide



Sector  
Media and Entertainment

Sub-Sector  
Animation, Gaming

Occupation  
Color key artist

Reference ID: MES/ Q 0505, Version 1.0  
NSQF Level 3

## Color Key Artist





**Shri Narendra Modi**

Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Acknowledgements

Media & Entertainment Skills Council (MESC) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this manual would not have been possible without the Media and Entertainment Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

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## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

## Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example







## Key Learning Outcomes

**At the end of this module, you will be able to:**

1. Explain the key features of the Media and Entertainment sector
2. Discuss various processes and products of Media & Entertainment sector
3. Learn about the role of Color Key Artist in industry.
4. Identify the minimum requirement to become a certified Color Key Artist.
5. Describe the work area of Color Key Artist.
6. Identify the opportunities available for Color Key Artist.

## Icebreaker

### Unit Objectives

**At the end of this unit, you will be able to:**

1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Find the interest of students

### Resources to be used

- Available objects such as a duster, pen, notebook etc.
- A small bag to be used as parcel

### Do

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favorite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.

### Say

- Thank the students for their participation.

### Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.

## Unit 1.1: Introduction to Media and Entertainment Sector

### Unit Objectives



**At the end of this unit, students will be able to:**

1. Describe the media and entertainment industry in India
2. Describe the growth expected in the media & entertainment industry
3. Explain the various products and processes of the industry
4. Identify some keywords used in the industry

### Notes for Facilitation



- Ask the students to define what media and entertainment is.
- Give the students some time and let them discuss with each other to come up with best definition.
- Ask the students if they can find media and entertainment elements around them.
- Discuss about the media and entertainment industry of India and places where it is in force.
- Discuss the role of Bollywood and advertisement industry in India economy.
- Explain the acts, legislations and key bodies related to Media and Entertainment in India.
- Explain the major sub-sectors of media and entertainment sector.

## Unit 1.2: Duties and Responsibilities of Color Key Artist

### Unit Objectives



**At the end of this unit, students will be able to:**

1. Learn about the role of Color Key Artist in industry.
2. Identify the minimum requirement to become a certified Color Key Artist.
3. Describe the work area of Color Key Artist.
4. Identify the opportunities available for Color Key Artist.

### Explain



- Explain the job role of Color Key Artist
- Describe the opportunities of Color Key Artist
- Explain the key skills to be present in a Color Key Artist

### Ask



- Ask the students about the job or work of Color Key Artist.
- Ask the student about the need of Color Key Artist in film and television industry.





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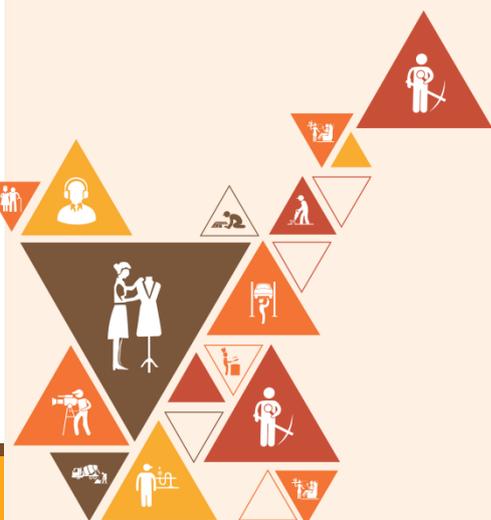


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## 2. Understanding the Script

Unit 2.1 – Principle of Animation

Unit 2.2 – Understanding the Script



MES/N0501

## Key Learning Outcomes



**At the end of this module, students will be able to:**

1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role
2. Be aware of the intended medium and target audience, and how this may affect animation processes
3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)
4. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements
5. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)
6. Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.)
7. Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements.

## UNIT 2.1: Principle of Animation

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role
2. Be aware of the intended medium and target audience, and how this may affect animation processes
3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)
4. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements
5. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)
6. Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.)

### Explain

- Explain the Animation and its types.
- Explain Simple Animation.
- Explain the Traditional Animation.
- Explain the Computer Animation.
- Explain Principles of Animation.

### Practical

- Visit to an Animation Studio

### Notes for Facilitation

- Ask the students if they have seen a movie in which Animation is used. If yes, ask the name and scene of movie.
- Ask your students if they have seen a movie in which Traditional Animation is used. If yes, ask the name and scene of movie.
- Ask the students if they have ever know about Principles of Animation.



## UNIT 2.2: Understanding the Script

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role
2. Be aware of the intended medium and target audience, and how this may affect animation processes
3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)
4. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements
5. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)
6. Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.)
7. Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements.

### Explain

- Explain the Animation Script.
- Explain the Physical Format of a Animation Script.
- Explain the Copyright Norms for Scripts.

### Practical

- Explain The Role of Color Key Artist In The Script.

### Notes for Facilitation

- Ask the students if they have Read a Script of a Movie.
- Ask your students to share their Experience.





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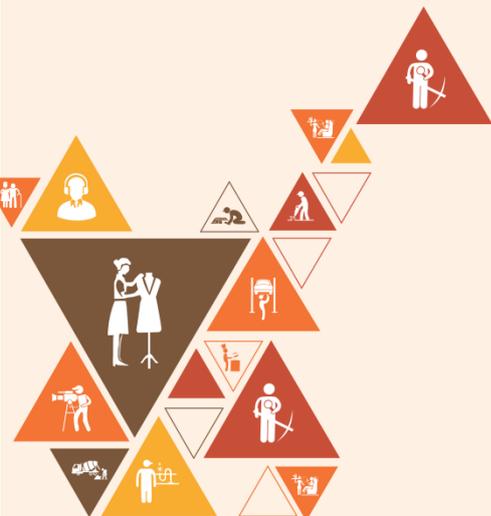
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# 3. Conceptualizing and applying color key

Unit 3.1 – Introduction to Color Keying

Unit 3.2 – Color keying with Adobe Photoshop



MES/N 0505

## Key Learning Outcomes



**At the end of this module, students will be able to:**

1. Interpreting the requirements of the script to understand the color keys required with respect to the individual's job role.
2. Maintaining consistency across all production elements.
3. Add color to line drawings in accordance with the color keys established, under supervision.
4. Check that the color keys picked out and added to the drawings match the production requirements.
5. Ensure consistency amongst all the characters.

## Unit 3.1: Introduction to Color Keying

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Interpreting the requirements of the script to understand the color keys required with respect to the individual's job role.
2. Maintaining consistency across all production elements.
3. Add color to line drawings in accordance with the color keys established, under supervision.
4. Check that the color keys picked out and added to the drawings match the production requirements.
5. Ensure consistency amongst all the characters.

### Notes for Facilitation

- Discuss the Principles of Color Theory.
- Explain the Color Section.
- Explain the Lighting and Color Temperature.
- Discuss the Traditional Animation and Coloring Approach.

### Explain

- Explain the Complementary Colors.
- Explain the Hydrargyrum Medium-Arc Iodide (HMI) Light.
- Explain the Fluorescent Light.
- Explain the Traditional Animation and Coloring Approach.
- Explain the Cleaning, Inking and Painting.

### Ask

- Ask the students, if they know about the Color Temperature and Lighting. If yes, ask the Lighting types and Coloring Approach.
- Ask the students, if they know about Traditional Animation and Coloring Approach.

### Summarize

- Summarize the process of Color Keying.



## UNIT 3.2: Color Keying with Photoshop

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Interpreting the requirements of the script to understand the color keys required with respect to the individual's job role.
2. Maintaining consistency across all production elements.
3. Add color to line drawings in accordance with the color keys established, under supervision.
4. Check that the color keys picked out and added to the drawings match the production requirements.
5. Ensure consistency amongst all the characters.

### Notes for Facilitation

- Discuss the Introduction of Photoshop.
- Discuss the Basic Operations in Photoshop.
- Discuss the Color Keying in Photoshop.

### Explain

- Explain the Interface of Adobe Photoshop.
- Explain, How to Start a New File in Photoshop.
- Explain about Saving a File.
- Explain about the Importing and Exporting Video.
- Explain about the Chroma-keying.
- Explain the Photoshop Image Adjustment tools.

### Ask

- Ask the students if they have Ever Used Adobe Photoshop. If yes, ask them how to start, save, import and Export a file in Photoshop.
- Ask the students, if they know about the function of Status Bar, Options Bar, Toolbar, and Menu Bar in Photoshop.

### Practical

- Export and import a file in Photoshop.
- Perform Color Keying In Photoshop.

### Summarize

- Summarize the Process of Color Keying In Photoshop.





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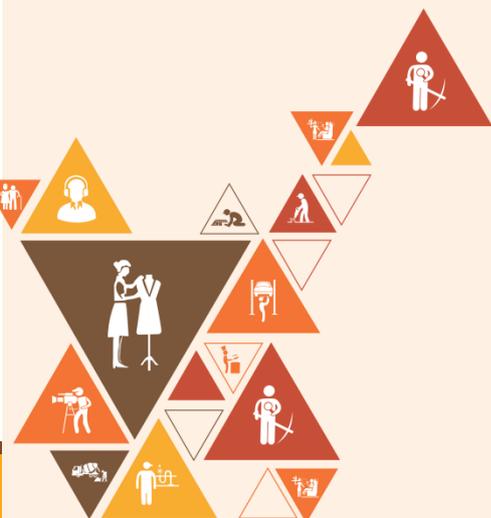
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# 4. Quality Check

Unit 4.1 – Quality Check



MES/N0510

## Key Learning Outcomes



**At the end of this module, students will be able to:**

1. Ensure that the color keys match the production requirements
2. Scan the artwork to make sure it matches the technical standards
3. Ensure that the digital images match the production references
4. Resolve problems as and when they arise without delay to make sure that disruption in the production chain is minimized
5. Respond positively to feedback and any changes in creative requirements

## Unit 4.1: Quality Check

### Unit Objectives



**At the end of this unit, students will be able to:**

1. Ensure that the color keys match the production requirements
2. Scan the artwork to make sure it matches the technical standards
3. Ensure that the digital images match the production references
4. Resolve problems as and when they arise without delay to make sure that disruption in the production chain is minimized
5. Respond positively to feedback and any changes in creative requirements.



### Notes for Facilitation

- Explain the Common Quality Issues.
- Explain the Blending Edges and Color References.
- Explain the Background Selection and Contrast Setting.
- Discuss the Quality Checks.

### Practical



- Perform Quality check on Earlier Created Color Keys and Amend then accordingly.

### Summarize



- Summarize the Quality Checks.





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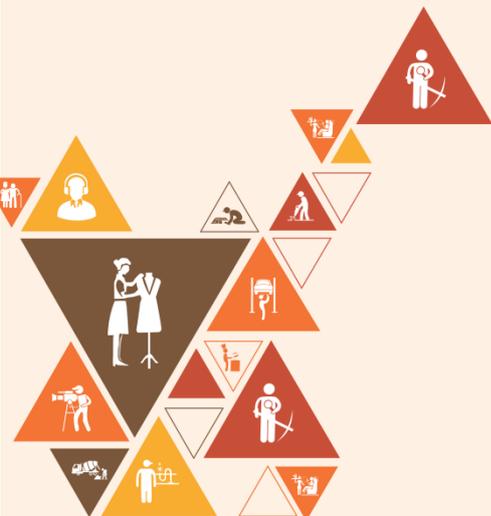


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# 5. Health & Safety Comply with Workplace

Unit 5.1 : Safety, Health and Hygiene

Unit 5.2 : First Aid



MES/ N 0104

## Key Learning Outcomes



**At the end of this module, students will be able to:**

1. Identify the common safety measures while working in studio.
2. Describe the benefits of health.
3. Describe the measures to be taken to maintain hygiene in workshop.
4. Describe about the common accidents that occur in workshop.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

## Unit5.1: Maintain Workplace Health and Safety

### Unit Objectives

**At the end of this unit, students will be able to:**

1. State some common reasons of accidents at site.
2. State common accidents and prevention techniques
3. State ways to stay healthy and hygienic (personal hygiene)
4. Describe the common accidents that occur in studio.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

### Notes for Facilitation

- Discuss the importance of safety at the workplace. Give some live examples if you have.
- Discuss what PPE (Personal Protective Equipment) is.
- Ask the students to discuss the important things to be taken care of while working in workshop.
- Ask the student what is the definition of health.
- Tell the correct definition of health and discuss its importance.

## 5.1.1: General Safety Rules

Say



- There are some safety rules which are common on every type of manufacturing work. Like, you should never drink liquor when you are on work.
- You should not ignore the safety rules as it may cause injury to you and your colleagues nearby.

Do



- Explain to the participants the importance safety rules.
- Divide the class into two groups and ask them to tell general safety rules one by one.
- If first group is not able to suggest safety rule then pass it to other.
- Give points to the groups on each correct safety rule suggested for engraving studio.

Demonstrate



- Rearrange the desks in the classroom in random way so that there is very narrow passage to pass through them.
- Ask one student to run through the passage and ask the other student to run behind him to catch.
- Soon the student will get stuck in the passage or hit the desk. Tell the students if the things were arranged properly this should not have happened.

Steps: General Safety Rules



- Work intelligently.
- Keep studio space neat and orderly.
- Ensure appropriate ventilation.
- Have proper protective gear and cleaning supplies available.
- Wash hands and other exposed body parts after working, and before eating or using the bathroom.
- Maintain your health and fitness.

Summarize



- Summarize the general safety rules.

## 5.1.2: Health

### Say



- There is a famous proverb “Health is Wealth” which means if a person is healthy he/she can do work and earn wealth.
- As defined by World Health Organization (WHO), Health is a "State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."
- We should always stay healthy by mind, body and soul.

### Explain



- Explain to the participants the importance of health.
- Explain the methods to stay mentally healthy.
- Explain the methods to stay physically healthy.
- Explain why it is important to be healthy by soul means having good thoughts for work as well as your colleagues.

### Demonstrate



- Demonstrate the ill effects of bad habits on health via videos and encourage the students to quit bad habits if they have any.

### Summarize



- Summarize the methods to stay healthy and fit.

### 5.1.3: Maintaining Personal Hygiene

Say



- Personal hygiene is a very important aspect of human which differentiate us from animals.
- Personal hygiene involves very basic things like taking bath regularly, brushing teeth etc.

Explain



- Explain the importance of maintaining personal hygiene.
- Explain how we can maintain personal hygiene.

Demonstrate



- Demonstrate the effect of not maintaining personal hygiene with the help of videos.

Summarize



- Summarize the methods to maintain personal hygiene.

## 5.1.4: What is an Accident?

Say



- An **accident** is a specific, unpredictable, unusual and unintended external action which occurs in a particular time and place, with no apparent and deliberate cause but with marked effects.

Explain



- Explain the types of accidents.

Demonstrate



- Demonstrate the common occurring accidents through videos or chart.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

## 5.1.5: What is a Fire Extinguisher?

Say



- Fire extinguishers are fire protection device used to extinguish or control small fires.

Explain



- Explain the types of fire extinguishers.
- Explain the use of different type of fire extinguishers.
- Explain the importance of proper pressure in the fire extinguisher and how to read pressure.

Demonstrate



- Demonstrate the types of fire extinguishers.
- Demonstrate the parts of fire extinguisher and use of each part.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

## Activity



- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Skill Practice	Time	Resources
Use of different type of Fire Extinguisher	6 hours	Fire Extinguisher, wood, plastic, electric supply and arrangement for short circuit, petrol to set mock fire

## Do



- Ask the volunteer to come forward for using Fire Extinguisher.
- Ask the rest of students to keep a safe distance from the mock test area and watch very carefully.
- Go around and make sure the distance is safe.
- Handle different type of fire extinguishers to volunteers.
- Charge different type of mock fires in the open area and ask volunteers to extinguish the fire.

## 5.2 : First Aid and First Aid Kit

### Say



- First Aid is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.
- First-Aid Kit is an important part of tool kit. Accidents can occur anywhere so First Aid Kit should always be available in the toolbox.

### Explain



- Explain the importance of First Aid Kit.
- Explain the methods of first aid in different situations.

### Demonstrate



- Demonstrate the First Aid procedures in different situations.

### Summarize



- Summarize the items in First Aid kit and the procedure to give first aid in different situations.

## Role Play



- Ask the students to assemble together.
- Form the groups of 2-2 students.
- Ask one student in a group to provide first aid to other student in a given situation.
- Similarly, give different situations of first aid to each student.

Skill Practice	Time	Resources
Providing First Aid	8 hours	First Aid kit, notebook
		First Aid kit, notebook

## Do



- Note down the performance of each group in providing first-aid.
- Once the role play is over, discuss the good and bad of students' performance.

## 4.1.7: Personal Protective Equipment (PPE)

Say



- Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter

Explain



- Explain the importance of PPE.

Demonstrate



- Demonstrate the components of personal protective equipment.





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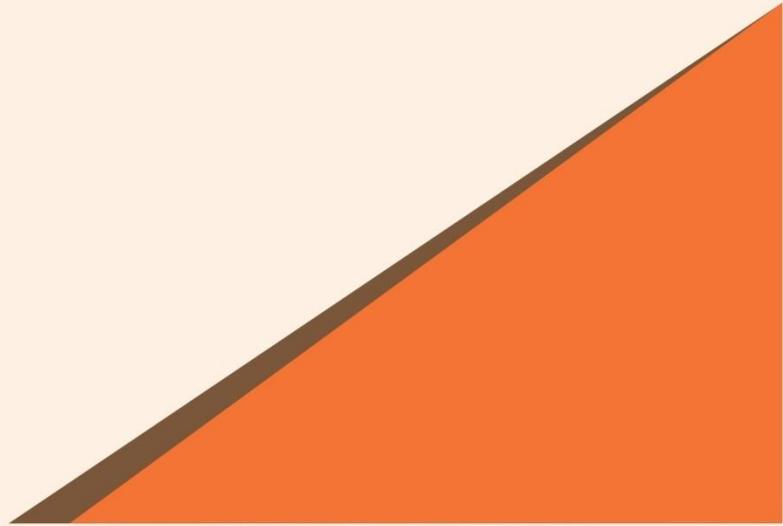


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## 7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

## Training Delivery Plan

Training Delivery Plan			
Program Name:	Colour Key Artist		
Qualification Pack Name & Ref. ID	Colour Key Artist & Ref ID: MES/ Q 0505		
Version No.	1.0	Version Update Date	20/03/20
Pre-requisites to Training	<p><b>Education:</b> Preferable Class X Pass</p> <p><b>Experience:</b> Training in Art and Photoshop (suggested not mandatory)</p>		
Training Outcomes	<p><b>By the end of this program, the participants would have achieved the following competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role</li> <li>• Be aware of the intended medium and target audience, and how this may affect animation processes</li> <li>• Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)</li> <li>• Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements</li> <li>• Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements</li> <li>• Add colour to line drawings in accordance with the colour keys established, under supervision</li> <li>• Check that the colour keys picked out and added to the drawings match the production requirements</li> <li>• Ensure consistency amongst all the characters</li> <li>• Ensure that the colour keys match the production requirements</li> <li>• Scan the artwork to make sure it matches the technical standards</li> <li>• Ensure that the digital images match the production references</li> <li>• Resolve problems as and when they arise without delay to make sure that disruption in the production chain is minimized</li> <li>• Respond positively to feedback and any changes in creative requirements</li> <li>• Coordinate with logistics players, where required, to have the equipment dispatched to the vendor/own facilities as required</li> <li>• Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.</li> <li>• Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms.</li> <li>• Ensure own personal health and safety, and that of others in the workplace through precautionary measures</li> </ul>		

S. No.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Hr
1	Introduction to Trade	Introduction to Colour Key Artist Course	<ul style="list-style-type: none"> <li>Learn about the role of Colour Key Artist in industry.</li> <li>Identify the minimum requirement to become a certified Colour Key Artist.</li> <li>Describe the work area of Colour Key Artist.</li> <li>Identify the opportunities available for Colour Key Artist.</li> </ul>		<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> </ul>	Laptop, PowerPoint & Hand-outs, posters, film clips, white board, marker, projector	4 Hr
		Practical Session	Group Discussion on benefits of becoming Colour Key Artist. Also, discuss about the foreign job opportunities.		<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Visit to an animation studio</li> </ul>	-	8Hr
2	Understanding the script	Principle of Animation	<ul style="list-style-type: none"> <li>Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role</li> <li>Be aware of the intended medium and target audience, and how this may affect animation processes</li> <li>Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)</li> <li>Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements</li> <li>Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements</li> </ul>	MES/N0501 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,KA1,KA2,KA3,KB1,KB2,KB3,KB4,KB5,KB6,KB7	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Discussion</li> <li>Demonstration</li> </ul>	Laptop, PowerPoint & white board, marker, projector	12 Hr
		Practical Session 1	<ul style="list-style-type: none"> <li>Check and explain the animation script</li> </ul>	MES/N0501	Hands on Practical	Laptop, PowerPoint	16 Hr

				PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,SA1,SA2,SA3,SA4,SB1,SB2,SB3,SB4,SB5,SB6	individually	& white board, marker, projector	
		Practical Session 2	<ul style="list-style-type: none"> <li>Visit to an animation studio</li> </ul>	MES/N0501 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,SA1,SA2,SA3,SA4,SB1,SB2,SB3,SB4,SB5,SB6	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector	16 Hr
		Understanding the Script	<ul style="list-style-type: none"> <li>Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)</li> <li>Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.</li> <li>Liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc.) to better understand script elements, as appropriate</li> </ul>	MES/N0905 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12,KB13,KB14,KB15	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Demonstration</li> <li>Multi media</li> </ul>	Laptop, PowerPoint & white board, marker, projector	4 Hr
		Practical Session	<ul style="list-style-type: none"> <li>Explain the role of color key artist in a given animation script and demonstrate the work</li> </ul>	MES/N0905 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SB1,SB2,SB3,SB4,SB5,SB6	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector	32 Hr
3	Conceptualizing and applying colour key	Introduction to Colour Keying	<ul style="list-style-type: none"> <li>Interpreting the requirements of the script to understand the colour keys required with respect to the individual's job role</li> <li>Maintaining consistency across all production elements</li> <li>Add colour to line drawings in accordance with the colour keys established, under supervision</li> <li>Check that the colour keys picked out and added to the drawings match the production</li> </ul>	MES/N 0505 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Demonstration</li> <li>Multi media</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Photoshop	16 Hr

			<ul style="list-style-type: none"> <li>requirements</li> <li>Ensure consistency amongst all the characters</li> </ul>				
		Color Keying with Photoshop	<ul style="list-style-type: none"> <li>Interpreting the requirements of the script to understand the colour keys required with respect to the individual's job role</li> <li>Maintaining consistency across all production elements</li> <li>Add colour to line drawings in accordance with the colour keys established, under supervision</li> <li>Check that the colour keys picked out and added to the drawings match the production requirements</li> <li>Ensure consistency amongst all the characters</li> </ul>	MES/N 0505 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12	<ul style="list-style-type: none"> <li>Hands on Practical Individually</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Photoshop	16 Hr
		Practical Session	Perform colour keying using Photoshop	MES/N 0505 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SB1,SB2,SB3,SB4,SB5	<ul style="list-style-type: none"> <li>Hands on Practical Individually</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Photoshop	24 Hr
4	Quality Check	Quality Check	<ul style="list-style-type: none"> <li>Ensure that the color keys match the production requirements</li> <li>Scan the artwork to make sure it matches the technical standards</li> <li>Ensure that the digital images match the production references</li> <li>Resolve problems as and when they arise without delay to make sure that disruption in the production chain is minimized</li> <li>Respond positively to feedback and any changes in creative requirements</li> </ul>	MES/N0510 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Demonstration</li> </ul>	Laptop, PowerPoint & white board, marker, projector	16 Hr
		Practical Sessions	<ul style="list-style-type: none"> <li>Perform quality checks on color keying earlier done and amend them accordingly</li> </ul>	MES/N0510 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SB1,SB2,	<ul style="list-style-type: none"> <li>Hands on Practical</li> <li>Group Discussion</li> </ul>	Laptop, PowerPoint & white board, marker,	16 Hr

				SB3,SB4,SB5,SB6		projector	
	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	<ul style="list-style-type: none"> <li>Comply with health and safety related instructions applicable to the workplace</li> <li>Use and maintain personal protective equipment as per protocol</li> <li>Carry out own activities in line with approved guidelines and procedures</li> <li>Maintain a healthy lifestyle and guard against dependency on intoxicants</li> <li>Follow environment management system related procedures</li> <li>Store materials and tools in line with manufacturer's and organizational requirements</li> <li>Safely handle and move waste and debris</li> <li>Minimize health and safety risks to self and others due to own actions</li> <li>Seek clarifications, from supervisors or other authorized personnel in case of perceived risks</li> <li>Monitor the workplace and work processes for potential risks and threats</li> <li>Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned</li> </ul>	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3, SA4,SA5	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> <li>Multi media</li> <li>Group Discussion</li> </ul>	Laptop, white board, marker, projector, Work safety and ergonomics chart, Fire Extinguisher , First-Aid Kit	8 Hr
5		Quiz Test	Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SA1,SA2,SA3,SA4,SA5	Quiz Group Discussion	Quiz sheet with questions and answers, PPE	8 Hr

			5			
	First Aid	<ul style="list-style-type: none"> <li>Report hazards and potential risks/ threats to supervisors or other authorized personnel</li> <li>Participate in mock drills/ evacuation procedures organized at the workplace</li> <li>Undertake first aid, fire-fighting and emergency response training, if asked to do so</li> <li>Take action based on instructions in the event of fire, emergencies or accidents</li> <li>Follow organisation procedures for evacuation when required</li> </ul>	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SA1,SA2,SA3,SA4,SA5	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> </ul>	PPTs, Handbook, PPE, Fire Extinguisher, First-Aid Kit	8 Hr
	Practical Session 1	Practical on use of Fire Extinguisher on different type of fires	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SA1,SA2,SA3,SA4,SA5	<ul style="list-style-type: none"> <li>Hands on Practical in group</li> </ul>	Fire Extinguisher	8 Hr
	Practical Session 2	Role Play on First Aid and Group Discussion	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SA1,SA2,SA3,SA4,SA5	<ul style="list-style-type: none"> <li>Hands on Practical in group</li> <li>Group Discussion</li> </ul>	First-Aid Kit	8 Hr

6	Entrepreneurship and Softskills	<ul style="list-style-type: none"> <li>Personal Strengths &amp; Value Systems</li> <li>Digital Literacy: A Recap</li> <li>Money Matters</li> <li>Preparing for Employment &amp; Self Employment</li> <li>Understanding Entrepreneurship</li> <li>Preparing to be an Entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of health</li> <li>List common health issues</li> <li>Discuss tips to prevent common health issues</li> <li>Explain the meaning of hygiene</li> <li>Understand the purpose of Swacch Bharat Abhiyan</li> <li>Recall the functions of basic computer keys</li> <li>Discuss the main applications of MS Office</li> <li>Discuss the benefits of Microsoft Outlook</li> <li>Discuss the different types of e-commerce</li> <li>List the benefits of e-commerce for retailers and customers</li> <li>Discuss how the Digital India campaign will help boost e-commerce in India</li> <li>Explain how you will sell a product or service on an e-commerce platform</li> <li>Discuss the need for CRM</li> <li>Discuss the benefits of CRM</li> <li>Discuss the need for networking</li> <li>Discuss the benefits of networking</li> <li>Understand the importance of setting goals</li> <li>Differentiate between short-term, medium-term and long-term goals</li> <li>Discuss how to write a business plan</li> <li>Explain the financial planning process</li> </ul>		<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> </ul>	Handbook, White board, marker, computer system, projector, PPTs	40 Hr
		Practice sessions	1 Project on camera setting and marking under trainer guidance		Hands on Practical under guidance of	All used in previous sessions	32 Hr

instructor

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	Color Key Artist
Qualification Pack	MES/ Q 0903, v1.0
Sector Skill Council	Media & Entertainment

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Media and Entertainment Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2	Each NOS will be assessed both for theoretical knowledge and practical
3	The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5	To pass the Qualification Pack, every trainee should score a minimum of 60% in every NOS
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

	NOS	NOS NAME	Weightage
1	MES/ N 0905	Set up Camera Equipment prior to Shoot	40%
2	MES/ N 0906	Manage equipment & material	25%
3	MES/ N 0908	Rotoscoping footage	25%
4	MES/ N 0104	Maintain workplace health and safety Description	10%

100%

Job Role	Compositor				
Assessment outcome	Assessment criteria for outcomes	Marks Allocation			
		Total mark	Out of	Theory	Skills Practical
<b>MES / N 0501 (Understanding the script)</b>	PC1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role	100	15	10	50
	PC2. Be aware of the intended medium and target audience, and how this may affect animation processes		15	5	
	PC3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)		10	5	
	PC4. Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements		10	5	
	PC5. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements		15	10	
	PC6. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)		10	5	
	PC7. Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.		15	5	
	PC8. Liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc.) to better understand script elements, as appropriate		10	5	
	Total	100	50	50	
Assessment outcome	Assessment criteria for outcomes	Marks Allocation			
		Total mark	Out of	Theory	Skills Practical
<b>MES / N 0505 (Conceptualize color keys)</b>	PC1. Interpreting the requirements of the script to understand the color keys required with respect to the individual's job role	100	30	15	50
	PC2. Maintaining consistency across all		20	10	

	production elements				
	PC3. Add color to line drawings in accordance with the color keys established, under supervision		20	10	
	PC4. Check that the color keys picked out and added to the drawings match the production requirements		20	10	
	PC5. Ensure consistency amongst all the characters		10	5	
		Total	100	50	50
<b>Assessment outcome</b>	<b>Assessment criteria for outcomes</b>		<b>Marks Allocation</b>		
		<b>Total mark</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>MES / N 0510 (Ensuring that the color keys are consistent across all sequences)</b>	PC1. Ensure that the color keys match the production requirements	100	30	15	50
	PC2. Scan the artwork to make sure it matches the technical standards		20	10	
	PC3. Ensure that the digital images match the production references		20	10	
	PC4. Resolve problems as and when they arise without delay to make sure that disruption in the production chain is minimized		20	10	
	PC5. Respond positively to feedback and any changes in creative requirements		10	5	
		Total	100	50	50
<b>Assessment outcome</b>	<b>Assessment criteria for outcomes</b>		<b>Marks Allocation</b>		
		<b>Total mark</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>MES / N 0104 (Maintain workplace health and safety)</b>	PC1. Understand and comply with the organization's current health, safety and security policies and procedures	100	10	5	50
	PC2. Understand the safe working practices pertaining to own occupation		10	5	
	PC3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises		5	3	
	PC4. Participate in organization health and safety knowledge sessions and drills		5	2	
	PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency		10	5	
	PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms		10	5	
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety		10	5	
	PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures		10	5	
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	3	







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