

School of Continuing Studies CS 395: Advanced Computer Graphics



What is Computer Graphics?

- Creation, Manipulation, and Storage of geometric objects (modeling) and their images (rendering)
- Display those images on screens or hardcopy devices
- Image processing
- Others: GUI, Haptics, Displays (VR)...

What drives computer graphics?

- Movie Industry

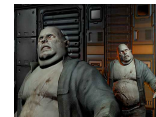
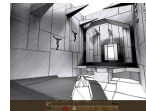
- Leaders in quality and artistry
- Not slaves to conceptual purity
- Big budgets and tight schedules
- Reminder that there is more to CG than technology
- Hey, How'd they do that?
- Defines our expectations



What drives computer graphics?

- Game Industry

- The newest driving force in CG
 - Why? Volume and Profit
 - This is why we have commodity GPUs
- Focus on interactivity
- Cost effective solutions
- Avoiding computing and other tricks
- Games drive the baseline



Slide information from Leonard McMillan's slides
<http://www.cs.unc.edu/~mcmillan/comp136/Lecture1/compgraf.html>

What drives computer graphics?

- Medical Imaging and Scientific Visualization

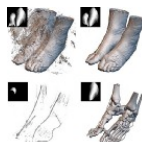
- Tools for teaching and diagnosis
 - No cheating or tricks allowed
- New data representations and modalities
- Drive issues of precision and correctness
- Focus on presentation and interpretation of data
- Construction of models from acquired data



Nanomaniplulator, UNC



Joe Kriss, Utah

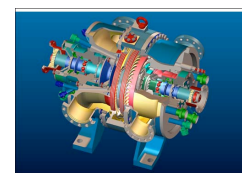
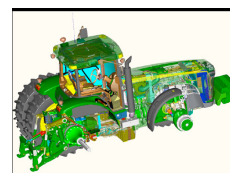


Gordon Kindelman, Utah

What drives computer graphics?

- Computer Aided Design

- Mechanical, Electronic, Architecture,...
- Drives the high end of the hardware market
- Integration of computing and display resources
- Reduced design cycles == faster systems, sooner



ProEngineer, www.ptc.com

What drives computer graphics?

- _ Graphic User Interfaces (GUI)
 - www.webpagesthatsuck.com

Slide information from Leonard McMillan's slides
<http://www.cs.unc.edu/~mcmillan/comp156/Lecture1/compgraf.html>

What is Computer Graphics?

- _ Rendering
 - Photorealistic
 - Non-Photorealistic
 - Image-based techniques
 - Texture Synthesis
- _ Modeling
- _ Interaction: Perception and Virtual Environments
- _ Hardware Rendering
- _ Animation
- _ Simulation and Dynamics

Slide information from Richard Resenfeld

Rendering

- _ Many think/thought **graphics** synonymous with **rendering**
- _ Well researched
 - Working on second and third order effects
 - Fundamentals largely in place

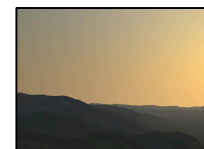
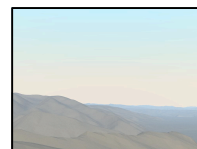
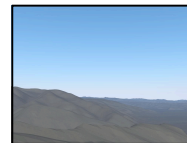
Rendering

- _ Major areas:
 - Earliest: PhotoRealism
 - Recent: Non-Photorealistic Graphics (NPR)
 - Recent: Image-based Rendering (IBR)

Rendering

- _ Ray Tracing has become practical
 - Extremely high quality images
 - Photorealism, animation, special effects
- _ Accurate rendering, not just pretty

Rendering Realism

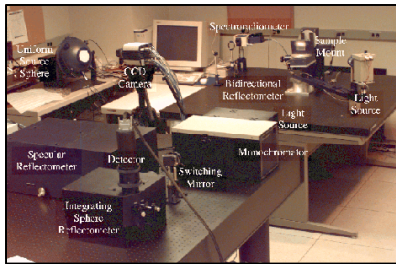


Morning

Evening

a preetham,

Rendering Realism



Cornell Measurement Lab

Rendering Realism



Real



Synthetic

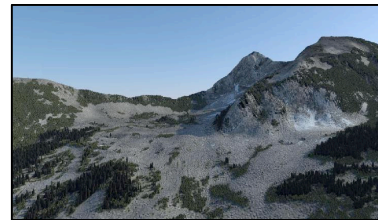
Shirley, et. al., cornell

Is this real?



m fajaro, usc

Terrain Modeling: Snow and Trees Added



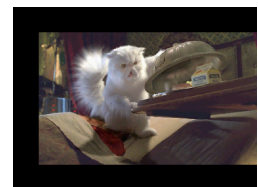
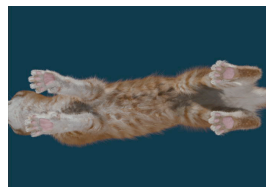
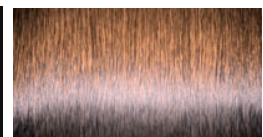
s premoze, et.al., utah

Growth Models



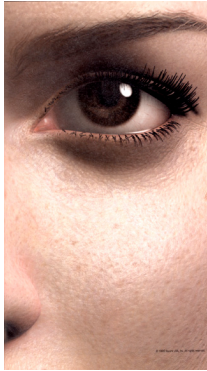
o deusson,

Rendering/Modeling Hair



<http://www.rhythm.com/~ivan/hair/Render.html>

Humans

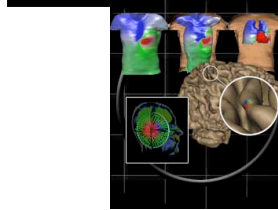
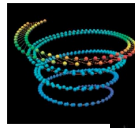


Final Fantasy (Sony)



Jensen et al.

Scientific Visualization

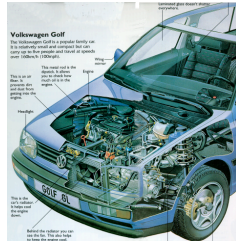


Johnson et al., Utah



National Library of Medicine
Visible Human

Is Photorealism Everything?



Is Photorealism Everything?

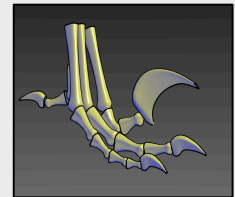
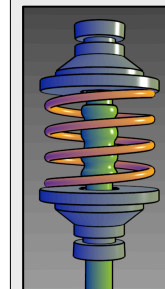
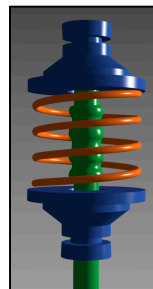


Non-Photorealistic Rendering



b gooch, et.al., utah

Tone Shading



a gooch, et. al., utah

NonPhotorealistic Rendering

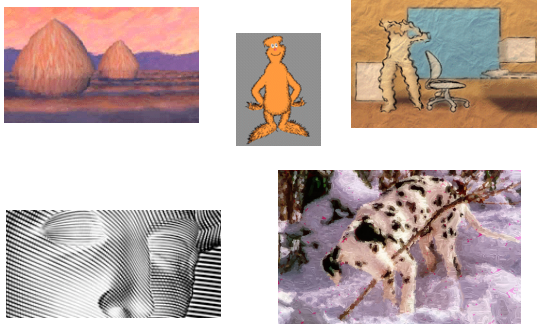


Image Based Rendering

- _ Model light field
- _ Do not have to model geometry
- _ Good for complex 3D scenes
- _ Can leave holes where no data is available

3D Scene Capture



Fuchs et.al., UNC

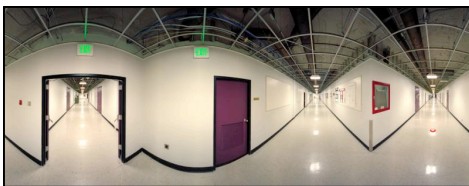
UNC and UVA

3D Scene Recreation



Faugeras et. al

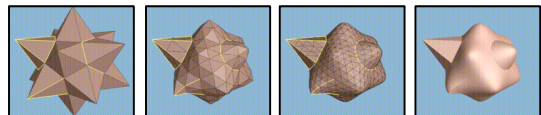
360° Scan



p willemsen, et. al., utah

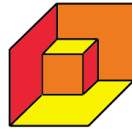
Modeling

- _ Many model reps
 - Bezier, B-spline, box splines, simplex splines, polyhedral splines, quadrics, super-quadrics, implicit, parametric, subdivision, fractal, level sets, etc (not to mention polygonal)



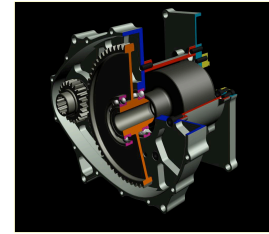
Modeling

- _ Physically based
 - Newton
 - Behavior as well as geometry
- _ Materials
 - Metal, cloth, organic forms, fluids, etc
- _ Procedural (growth) models



Modeling... is hard

- _ Complexity
- _ Shape
- _ Specifying
- _ Realistic constraints
- _ Detail vs concept
- _ Tedious, slow



s drake, et. al., utah

Modeling is hard

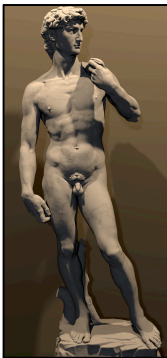
- _ Mathematical challenge
- _ Computational challenge
- _ Interaction challenge
- _ Display challenge (want 3D)
- _ Domain knowledge, constraints

Growth Models



o deusson,

Model Capture

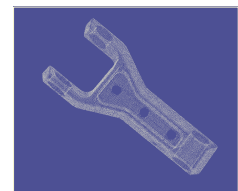


marc levoy, et. al., stanford

Models



Russ Fish et al., Utah



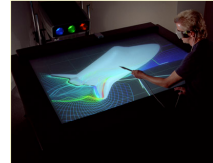
D Johnson and
J D St Germain, Utah

Interaction

- _ Way behind rest of graphic's spectacular advances
- _ Still doing WIMP:
 - Windows, icons, menus, pull-downs/pointing
- _ Once viewed as "soft" research
 - Turns out to be one of hardest problems

Interaction still needs...

- _ Better **input** devices
- _ Better **output** devices
- _ Better interaction **paradigms**
- _ Better understanding of HCI
 - Bring in **psychologists**



Hardware: Amazing Changes

- _ Fundamental architecture shift
 - Dual computing engines:
 - _ CPU and GPU
 - _ More in GPU than CPU

Hardware: Amazing Changes

- _ Fast, cheap GPUs
 - ~\$300
- _ Cheap memory
- _ Displays at low cost
 - How many monitors do you have/use?

Hardware: Amazing Changes

- _ Wired -> Unwired
- _ World of Access

Hardware... some not so good

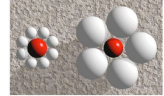
- _ Devices
- _ 3D displays
- _ Etc

Hardware

- _ How old is Nvidia
- _ How big is Nvidia
- _ QED

In This Class

- _ We will read lots of papers
- _ Most important is reading papers
 - State what you found to be the most interesting
 - What you were confused about or would like to understand better
- _ Presentations



No Required Books

Each class

- _ Introduction Lecture by me
- _ At least 2 paper reviews led by student

- _ Occasional Animation viewing

- _ Project discussion and help session

- _ At least one 15 minute break in the middle

Grades

- _ 15 % = Class participation
- _ 35 % = Presentations
- _ 50 % = Project