

# **Animation**

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**CS 448B: Visualization  
Fall 2021**

1

# **Using Color in Visualization**

2

# Colormap Design Considerations

1. Perceptually distinguishable colors
2. Value distance matches perceptual distance
3. Colors and concepts properly align
4. Aesthetically pleasing, intriguing
5. Respect color vision deficiencies
6. Should survive printing to black & white
7. Don't overwhelm people's capability!

3

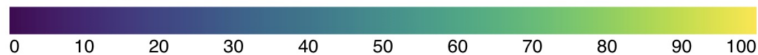
## Discrete (Binary, Categorical)

### Symbol Legend



## Continuous (Sequential, Diverging, Cyclic)

### Gradient Legend



## Discretized Continuous

### Discrete Gradient



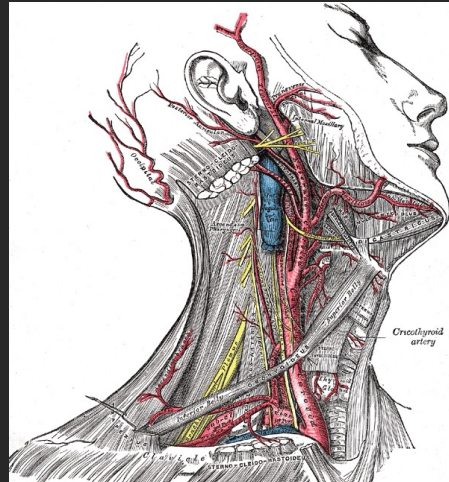
4

# Categorical Color

5

## Gray's Anatomy

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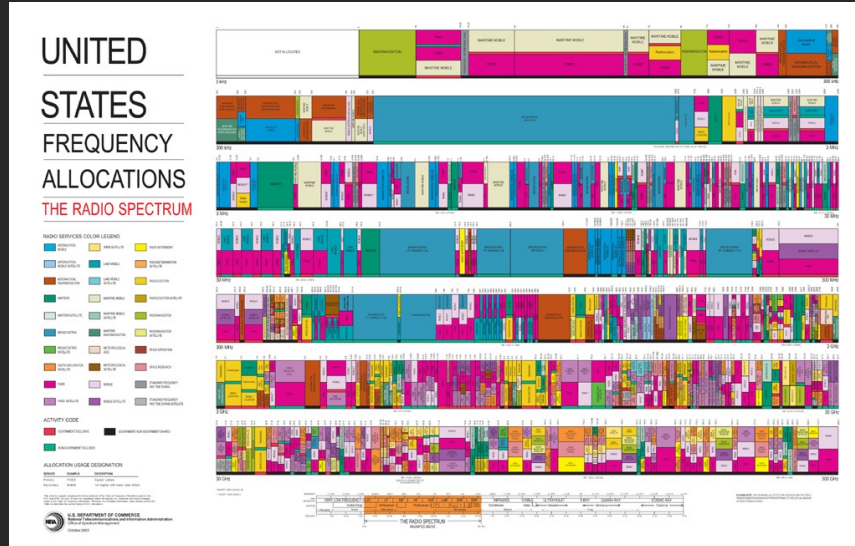


Superficial dissection of the right side of the neck,  
showing the carotid and subclavian arteries

<http://www.bartleby.com/107/illus520.html>

6

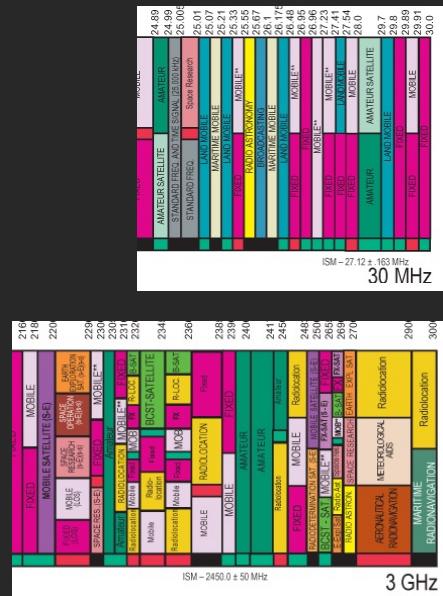
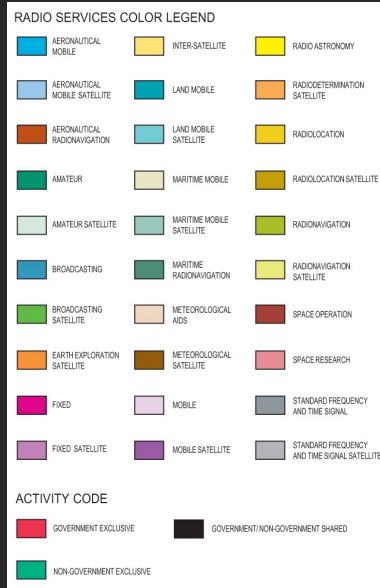
# Radio Spectrum Map (33 colors)



[http://www.cybergeography.org/atlas/us\\_spectrum\\_map.pdf](http://www.cybergeography.org/atlas/us_spectrum_map.pdf)

7

# Issues

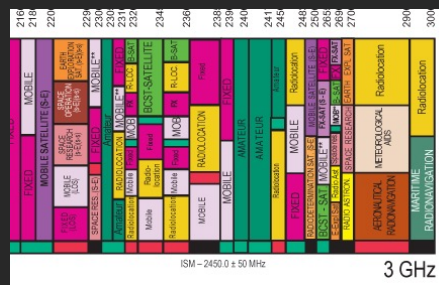


8

# Issues



1. Too many colors
2. Hard to remember mapping
3. Colors not distinctive
4. Poor grouping; similar bands with dissimilar colors
5. Labels cause clutter
6. Color surround effects
7. Color interactions; adjacent colors don't look good next to each other



9

# Palette Design + Color Names

Minimize overlap and ambiguity of color names

| Color Name Distance |      |      |      |      |      |      |      |      |      | Saliency | Name         |
|---------------------|------|------|------|------|------|------|------|------|------|----------|--------------|
| 0.00                | 1.00 | 1.00 | 1.00 | 0.98 | 1.00 | 1.00 | 1.00 | 1.00 | 0.20 | .47      | blue 62.9%   |
| 1.00                | 0.00 | 1.00 | 0.97 | 1.00 | 1.00 | 1.00 | 1.00 | 0.96 | 1.00 | .90      | orange 93.9% |
| 1.00                | 1.00 | 0.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 0.90 | 0.99 | .67      | green 79.8%  |
| 1.00                | 0.97 | 1.00 | 0.00 | 1.00 | 0.95 | 0.99 | 1.00 | 1.00 | 1.00 | .66      | red 80.4%    |
| 0.98                | 1.00 | 1.00 | 1.00 | 0.00 | 0.96 | 0.91 | 0.97 | 1.00 | 0.99 | .47      | purple 51.4% |
| 1.00                | 1.00 | 1.00 | 0.95 | 0.96 | 0.00 | 0.97 | 0.93 | 0.98 | 1.00 | .37      | brown 54.0%  |
| 1.00                | 1.00 | 1.00 | 0.99 | 0.91 | 0.97 | 0.00 | 1.00 | 1.00 | 1.00 | .58      | pink 71.7%   |
| 1.00                | 1.00 | 1.00 | 1.00 | 0.97 | 0.93 | 1.00 | 0.00 | 1.00 | 1.00 | .67      | grey 79.4%   |
| 1.00                | 0.96 | 0.90 | 1.00 | 1.00 | 0.98 | 1.00 | 1.00 | 0.00 | 1.00 | .18      | yellow 31.2% |
| 0.20                | 1.00 | 0.99 | 1.00 | 0.99 | 1.00 | 1.00 | 1.00 | 1.00 | 0.00 | .25      | blue 25.4%   |

**Tableau-10** Average 0.97 .52

<http://vis.stanford.edu/color-names>

15

# Palette Design + Color Names

Minimize overlap and ambiguity of color names

| Color Name Distance |      |      |      |      |      |      |      |      |      | Saliency | Name         |
|---------------------|------|------|------|------|------|------|------|------|------|----------|--------------|
| 0.00                | 1.00 | 1.00 | 0.89 | 0.07 | 1.00 | 0.35 | 0.99 | 1.00 | 0.89 | .30      | blue 50.5%   |
| 1.00                | 0.00 | 0.99 | 1.00 | 1.00 | 0.92 | 1.00 | 0.84 | 0.98 | 0.99 | .21      | red 27.8%    |
| 1.00                | 0.99 | 0.00 | 1.00 | 0.98 | 1.00 | 1.00 | 1.00 | 0.17 | 1.00 | .34      | green 36.8%  |
| 0.89                | 1.00 | 1.00 | 0.00 | 0.98 | 1.00 | 0.71 | 0.93 | 1.00 | 0.32 | .55      | purple 67.3% |
| 0.07                | 1.00 | 0.98 | 0.98 | 0.00 | 1.00 | 0.36 | 1.00 | 0.97 | 0.95 | .20      | blue 36.6%   |
| 1.00                | 0.92 | 1.00 | 1.00 | 1.00 | 0.00 | 1.00 | 0.97 | 0.99 | 1.00 | .39      | orange 51.9% |
| 0.35                | 1.00 | 1.00 | 0.71 | 0.36 | 1.00 | 0.00 | 0.95 | 0.92 | 0.42 | .13      | blue 15.7%   |
| 0.99                | 0.84 | 1.00 | 0.93 | 1.00 | 0.97 | 0.95 | 0.00 | 0.98 | 0.85 | .16      | pink 29.4%   |
| 1.00                | 0.98 | 0.17 | 1.00 | 0.97 | 0.99 | 0.92 | 0.98 | 0.00 | 0.97 | .12      | green 21.7%  |
| 0.89                | 0.99 | 1.00 | 0.32 | 0.95 | 1.00 | 0.42 | 0.85 | 0.97 | 0.00 | .30      | purple 23.9% |
| <b>Excel-10</b>     |      |      |      |      |      |      |      |      |      | Average  | 0.87 .27     |

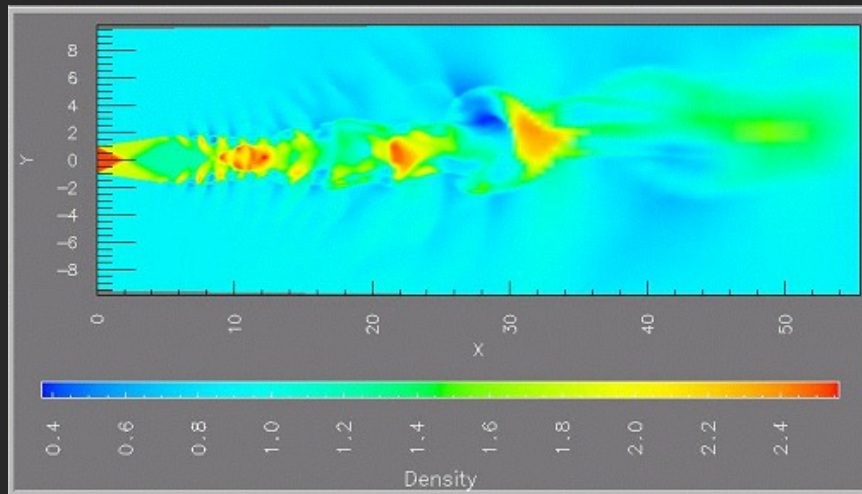
<http://vis.stanford.edu/color-names>

16

## Quantitative Color

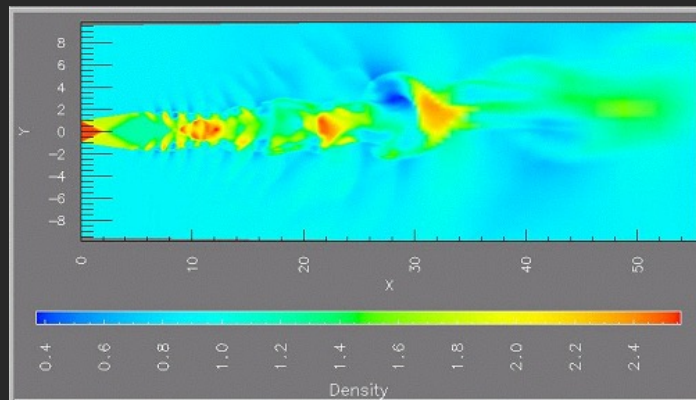
31

## Mapping Data to Color (Rainbows)



32

## Avoid rainbow color maps!

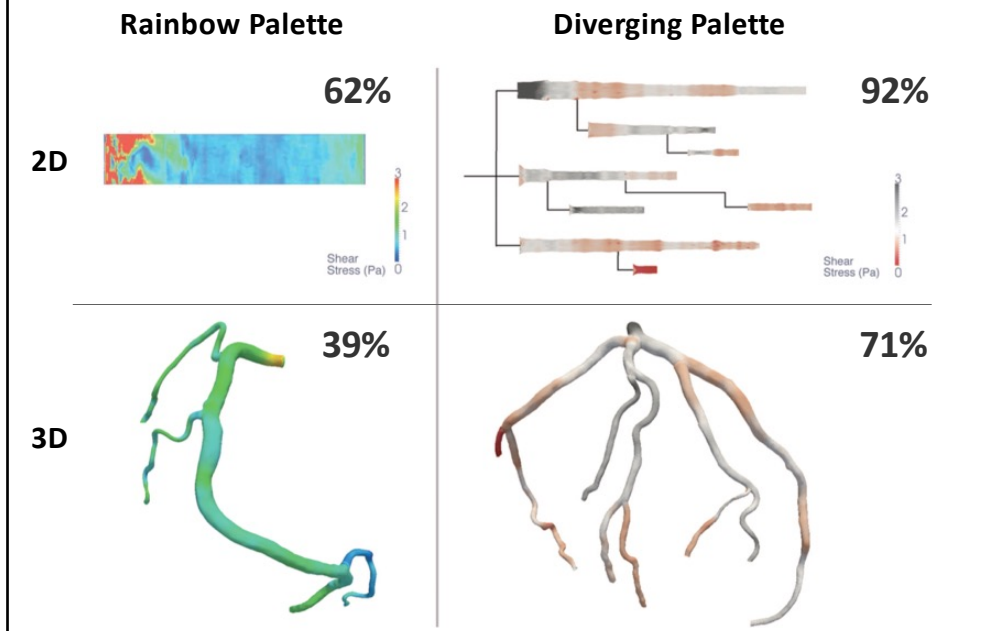


1. Hues are not naturally ordered
2. People segment colors into classes, perceptual banding
3. Naïve rainbows unfriendly to color blind viewers
4. Low luminance colors (blue) hide high frequencies

33

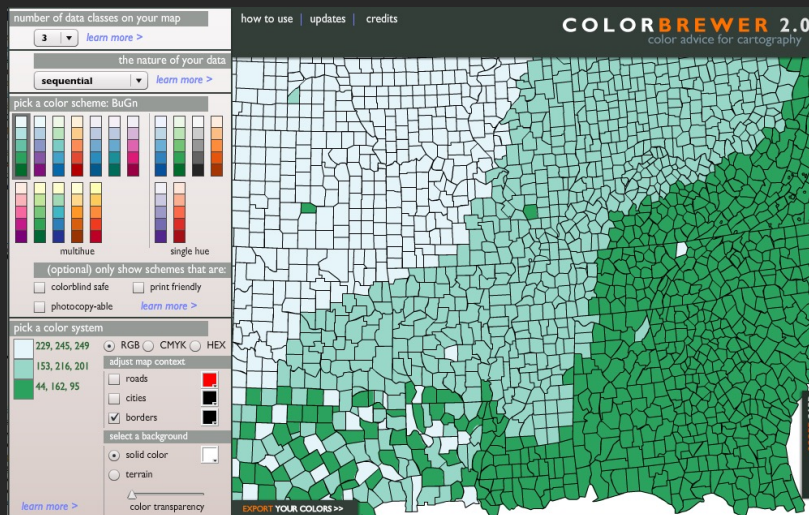


# Artery Visualization [Borkin et al '11]



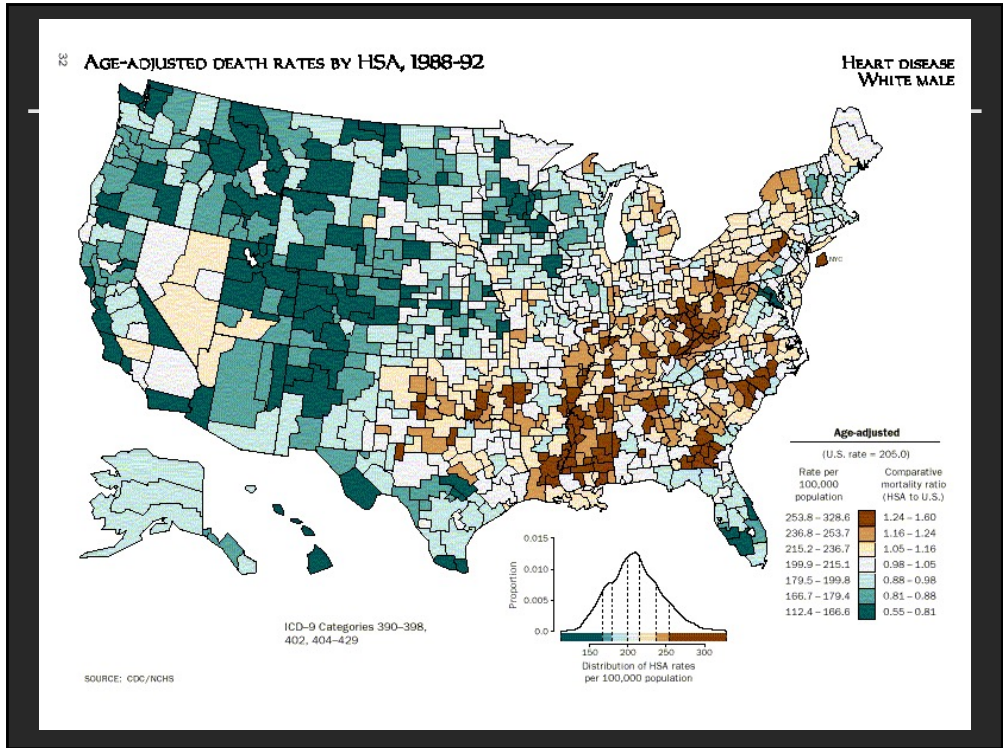
39

# Steps, rather than gradients



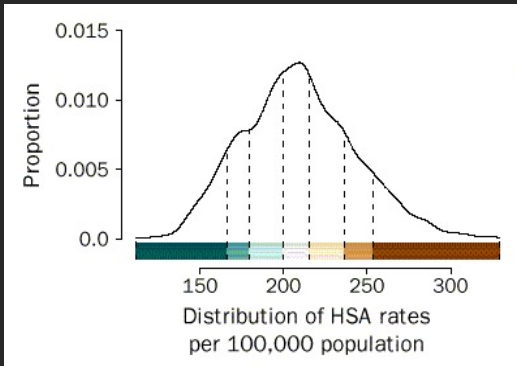
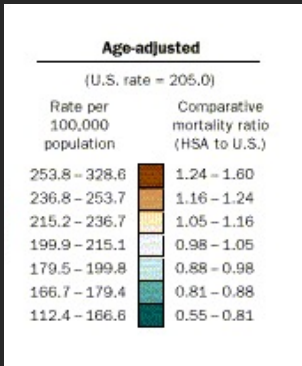
45





46

# Classing quantitative data



Age-adjusted mortality rates for the United States  
Common option: break into 5 or 7 quantiles

47

# Classing Quantitative Data

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Equal interval (arithmetic progression)

Quantiles (*recommended*)

Standard deviations

Clustering (Jenks' natural breaks / 1D K-Means)

Minimize within group variance

Maximize between group variance

48

# Quantitative color encoding

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## Sequential color scale

Ramp in luminance, possibly also hue

Typically higher values map to darker colors



## Diverging color scale

Useful when data has a meaningful "midpoint"

Use neutral color (e.g., grey) for midpoint

Use saturated colors for endpoints



**Limit number of steps in color to 3-9**

49

## Summary

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### Color perception

- Better acuity for luminance than for hue
- Beware of simultaneous contrast, crispening, spreading

### Color naming

- Use colors that are easily distinguished by name

### Color palettes

- Use small number of hues (about 6)
- Avoid rainbow palette except in special cases
- Steal well designed palettes (e.g. ColorBrewer)
- Consider sequential and diverging scales for Q data

62

## Announcements

63

# Final project

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## Data analysis/explainer or conduct research

- **Data analysis:** Analyze dataset in depth & make a visual explainer
- **Research:** Pose problem, Implement creative solution

## Deliverables

- **Data analysis/explainer:** Article with multiple different interactive visualizations
- **Research:** Implementation of solution and web-based demo if possible
- **Short video (2 min)** demoing and explaining the project

## Schedule

- Project proposal: **Wed 11/3**
- Design Review and Feedback: **10<sup>th</sup> week of quarter**
- Final code and video: **Fri 12/10 11:59pm**

## Grading

- Groups of **up to 3 people**, graded individually
- Clearly report responsibilities of each member

64

# Animation

65

## Question

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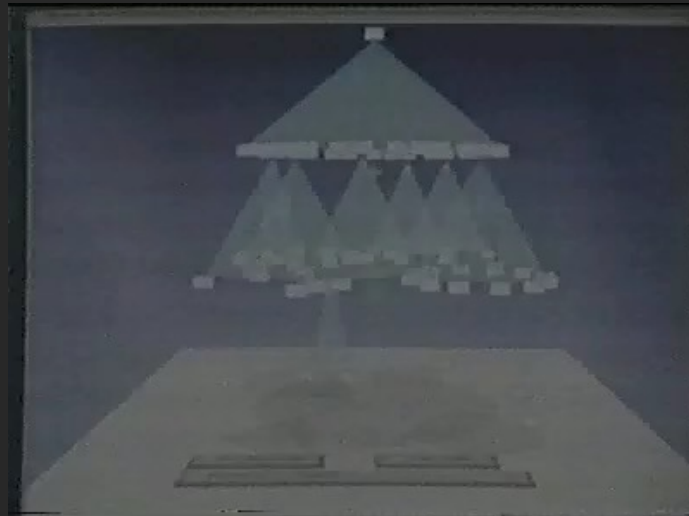
The goal of visualization is to convey information

How does *animation* help convey information?

66

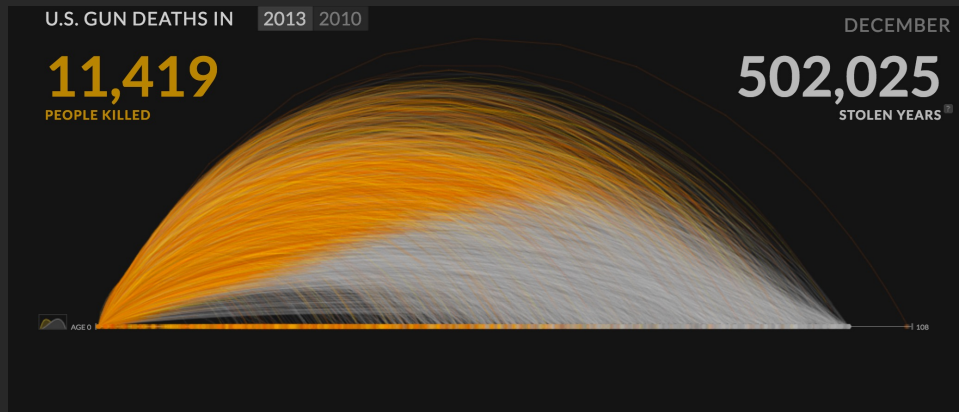
## Cone Trees [Robertson 91]

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67

# U.S. Gun Deaths [Perisopic 2013]



<http://guns.perisopic.com/?year=2013>

68

## Why Use Motion?

- Visual variable to encode data
- Direct attention
- Understand system dynamics
- Understand state transition
- Increase engagement

69

## **Topics**

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**Understanding motion**

**Animated transitions in visualization**

**Implementing animation**

70

## **Understanding Motion**

71



## Motion as a visual cue

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### Pre-attentive

- Stronger than color, shape, ...

Triggers an orientation response

Motion parallax provides 3D cue

More sensitive to motion at periphery

72

## Grouped dots count as 1 object

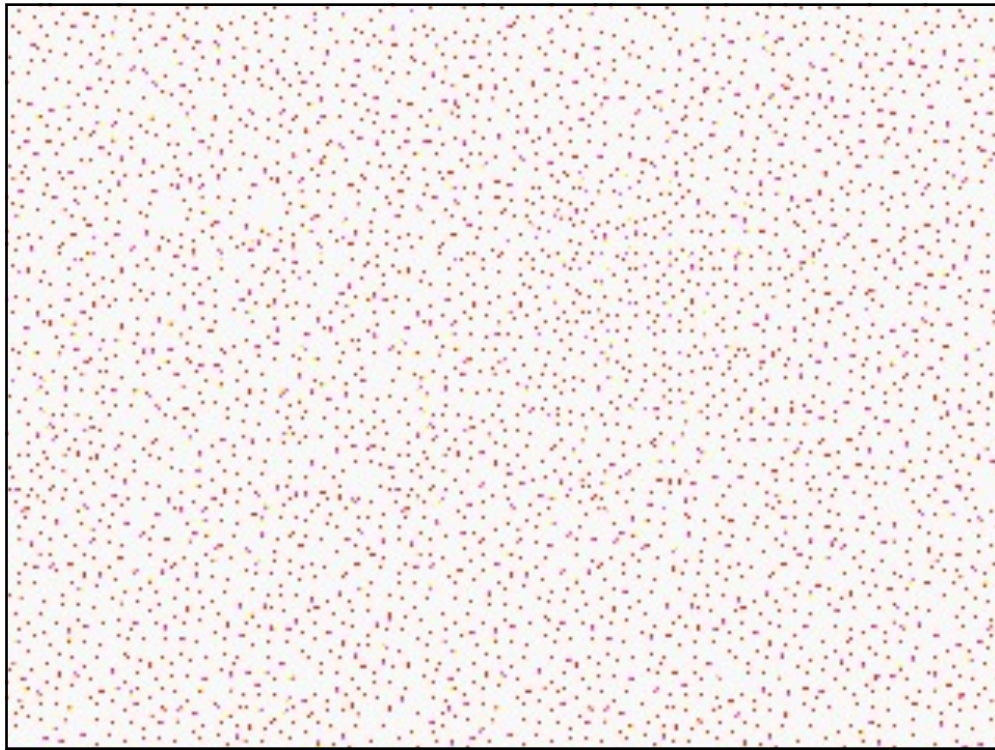
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Dots moving together are grouped

<http://coe.sdsu.edu/eet/articles/visualperc1/start.htm>

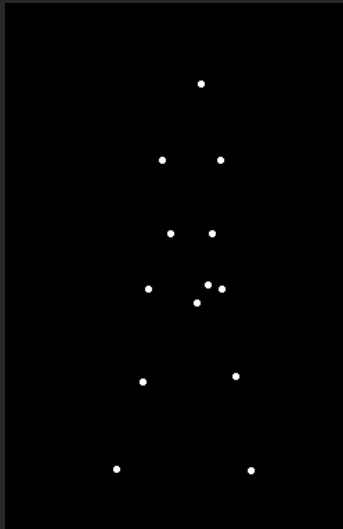
73



75

## Grouping based on biological motion

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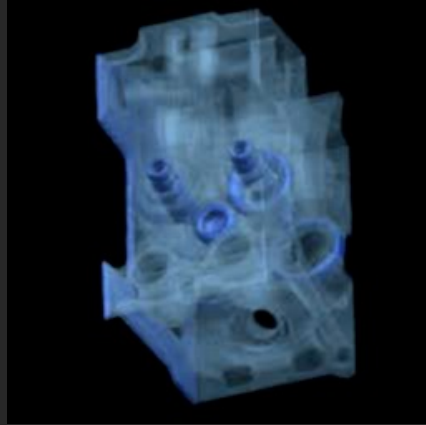
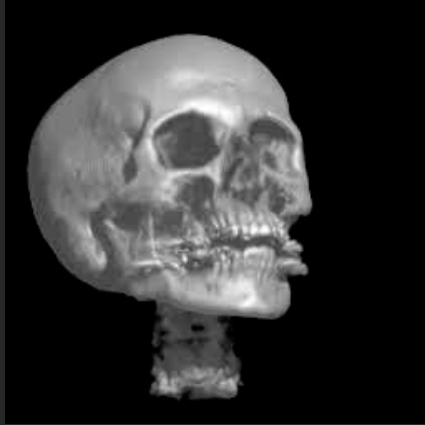
[Johansson 73]

[http://www.lifesci.sussex.ac.uk/home/George\\_Mather/Motion/](http://www.lifesci.sussex.ac.uk/home/George_Mather/Motion/)

76

## Volume rendering [Lacroute 95]

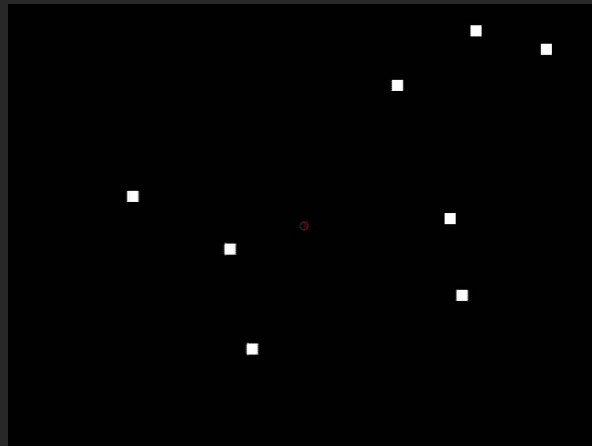
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77

## Tracking multiple targets

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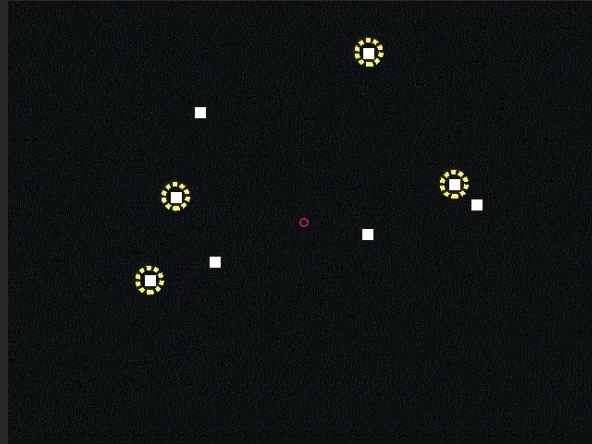


How many dots can we simultaneously track?

[Yantis 92, Pylyshn 88, Cavanagh 05]

78

# Tracking multiple targets

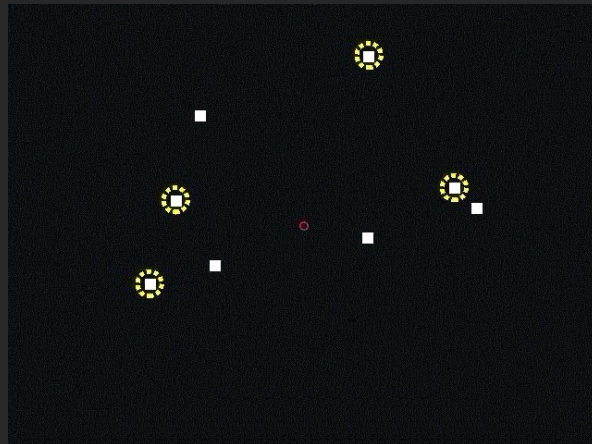


How many dots can we simultaneously track?

[Yantis 92, Pylyshn 88, Cavanagh 05]

79

# Tracking multiple targets



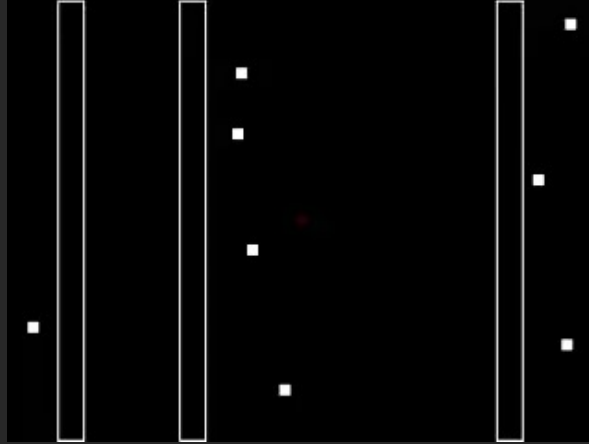
How many dots can we simultaneously track?

- 4 to 6 - difficulty increases significantly at 6

[Yantis 92, Pylyshn 88, Cavanagh 05]

80

## Tracking multiple targets



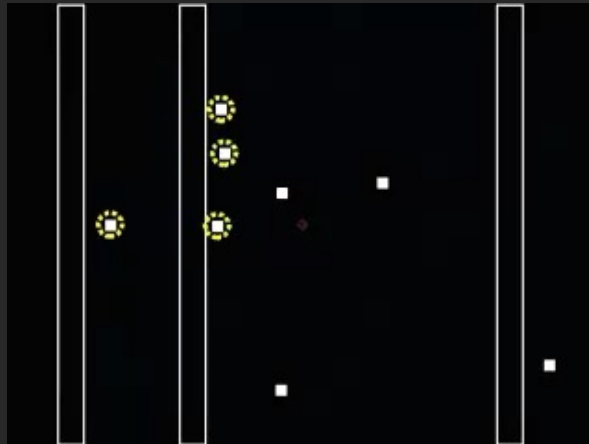
How many dots can we simultaneously track?

- 4 to 6 - difficulty increases significantly at 6

[Yantis 92, Pylyshn 88, Cavanagh 05]

83

## Tracking multiple targets



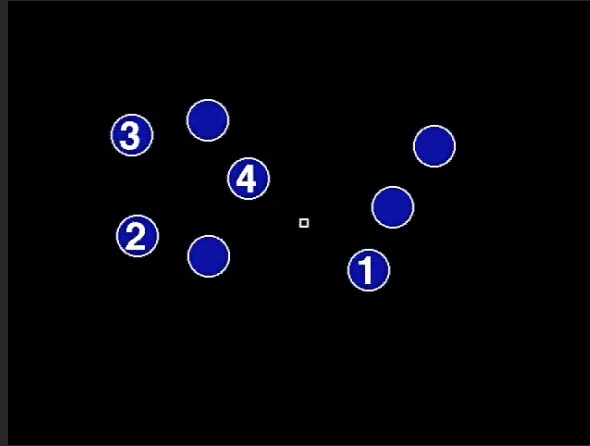
How many dots can we simultaneously track?

- 4 to 6 - difficulty increases significantly at 6

[Yantis 92, Pylyshn 88, Cavanagh 05]

84

## Tracking multiple targets



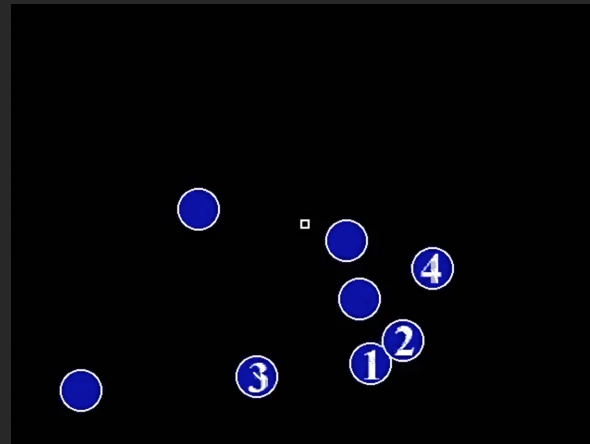
How many dots can we simultaneously track?

- 4 to 6 - difficulty increases significantly at 6

[Yantis 92, Pylyshn 88, Cavanagh 05]

85

## Tracking multiple targets



How many dots can we simultaneously track?

- 4 to 6 - difficulty increases significantly at 6

[Yantis 92, Pylyshn 88, Cavanagh 05]

86

## Motions directly show transitions

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### Can see change from one state to next

- States are spatial layouts
- Changes are simple transitions (mostly translations)



**start**

87

## Motions directly show transitions

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### Can see change from one state to next

- States are spatial layouts
- Changes are simple transitions (mostly translations)



**end**

88



# Motions directly show transitions

## Can see change from one state to next

- States are spatial layouts
- Changes are simple transitions (translation, rotation, scale)



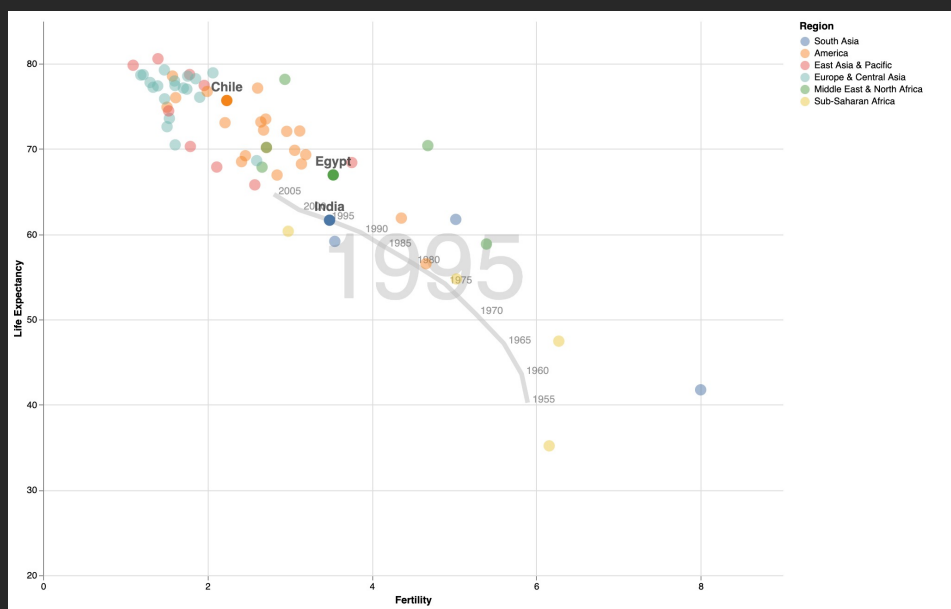
start    end

## Shows transition better, but

- Still may be too fast, or too slow
- Too many objects may move at once

89

# DimpVis [Kondo 14]



90

# Constructing narratives

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Animation from:  
Heider, F. & Simmel, M. (1944).  
An experimental study of apparent behavior.  
*American Journal of Psychology*, 57, 243-299.

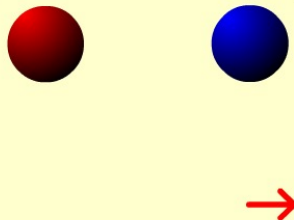
Courtesy of:  
Department of Psychology,  
University of Kansas, Lawrence

102

# Attribution of causality [Michotte 46]

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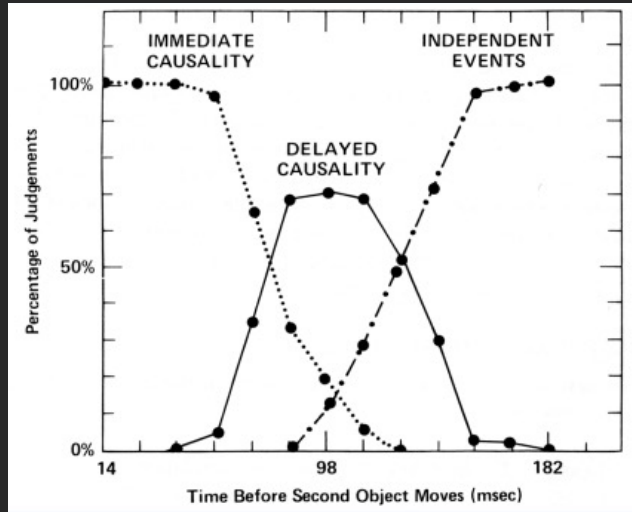
**Michotte demonstration 1.** What do you see? Most observers report that "the red ball hit the blue ball." The blue ball moved "because the red ball hit it." Thus, the red ball is perceived to "cause" the blue ball to move, even though the balls are nothing more than color disks on your screen that move according to a programme.



[http://cogweb.ucla.edu/Discourse/Narrative/Heider\\_45.html](http://cogweb.ucla.edu/Discourse/Narrative/Heider_45.html)

103

# Attribution of causality [Michotte 46]



[Reprint from Ware 04]