

METHOD AND SYSTEM FOR CREATING 3D STORIES

FIELD OF INVENTION

- 5 The present invention relates to a simplified 3D modelling technology and more particularly to a simple method and system to enable children and people with little 3D software training to generate 3D graphics and images into 3D stories and 3D videos.

BACKGROUND

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3D modelling technologies have been actively developed in computer graphics fields or computer vision fields. However sophisticated computer systems and 3D modelling software have been developed and due to their sophistication, students have to undergo training in order to create 3 D images. Such techniques of creating 3D images cannot be easily be simplified and taught to children.

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Children are particularly fascinated by 3D virtual world since children are exposed to 3 D computer games and entertainment. If children are taught a simplified method of creating 3 D images, the children would be able to enjoy 3 D more.

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The inventor has found that current 3D modelling software are too sophisticated and complex for children to use. However, children are already experiencing 3 D in computer games and children entertainment. A gap exists for a simplified method of generating 3 D images so that children may pick up the skill of creating 3 D images at a young age which would be useful for their learning process. The learning ability of children would increase exponentially as the children may use the inventive method of creating 3D images in schools. For example, instead of just a lesson on “Show and Tell” or just showing a 2D picture, the child may use the inventive method to create 3 D story.

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In coming out with this Invention, the Inventor realises the invention may also be used by adults who wish to create 3D stories but without having to acquire knowledge in use of 3D software.

DISCUSSION OF PRIOR ART

US 6,456,287 B1 discloses a method and apparatus for 3D model creation based on 2D images. The method in accordance with the invention comprises the step of providing a) pixel array and a computer model of a geometric Surface, and b) providing a second array (a Z array) containing information concerning the 3D characteristics of the structure depicted in the pixel array. The array is used to modify the location of the geometric Surface. The pixel array and modified geometric Surface are then used to render an image that can be displayed on a CRT or other output device. By modifying the geometric Surface model in this way, it is possible to create more realistic images.

US 8,237,775 B2 discloses an apparatus for 3D representation of image data, comprises: a structure identifier for identifying structures in motion within image data, and a skeleton insertion unit, which associates three-dimensional skeleton elements with the identified structures. The skeleton elements are able to move with the structures to provide a three-dimensional motion and structure understanding of said image data which can be projected back onto the input data. As well as individual elements, complex bodies can be modelled by complex skeletons having multiple elements. The skeleton elements themselves can be used to identify the complex objects.

US 8,538,166 B2 discloses a system, apparatus and method of obtaining data from a 2D image in order to determine the 3D shape of objects appearing in said 2D image, said 2D image having distinguishable epi-polar lines, said method comprising: (a) providing a pre-defined set of types of features, giving rise to feature types, each feature type being distinguishable according to a unique bi-dimensional formation; (b) providing a coded light pattern comprising multiple appearances of said feature types; (c) projecting said coded light pattern on said objects such that the distance between epipolar lines associated with substantially identical features is less than the distance between corresponding locations of two neighbouring features; (d) capturing a 2D image of said objects having said projected coded light pattern projected thereupon, said 2D image comprising reflected said feature types; and (e) extracting: (i) said reflected feature types according to the unique bi-dimensional formations; and (ii)

locations of said reflected feature types on respective said epi-polar lines in said 2D image.

While the prior art documents discuss features of creating 3D images and objects,
 5 such creative steps require technical knowledge of use of 3D creation software. A child and even most adults (without specialised training) are not able to create 3 D objects let alone create 3 D images and objects to weave a story or a narrative.

It is desirable for such a method of creating 3D images and objects to be simplified so
 10 that a child may be able to create 3 D images and objects. Such method would allow a child to express his or her ideas in a totally new level of learning.

SUMMARY OF INVENTION

15 The present invention provides a method and a system and a Mobile Phone Application for children to create 3D images very simply without complex handling and manipulation of 3D images nor technical knowledge of 3D creation technologies.

A first object of the invention is a method to enable creation of 3D graphics and images
 20 using a 3D creation App, comprising the steps of:

- (i) drawing objects onto a plurality of Drawing Templates;
- (ii) panelling the Drawing Template and arranging the panels into cuboid or the like;
- (iii) capturing with the camera of a Mobile Phone all the panels with drawn objects
 25 on the Drawing Template, wherein an App is preinstalled in the Mobile Phone is used connection with the creation of 3D graphics and images;
- (iv) loading the images taken by the Mobile Phone; and
- (v) displaying on the screen of the Mobile Phone being the images that drawn on the Drawing Template.

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Preferably, the method to enable creation of 3D graphics and images allows the 3D images to be prepared into a video to describe a story.

Preferably the method to enable creation of 3D graphics and images enables a user to log into an assigned account in order to access to the created 3D graphics and images.

- 5 Preferably the method to enable creation of 3D graphics and images enables the user to log into the assigned account for files containing the graphics/videos that have been saved or to create a new 3D story in the form of a video.

- 10 Preferably, the method to enable creation of 3D graphics and images enable the user to take a photo of the image prepared in a Drawing Area of the Drawing Template and upload the image using a Mobile Phone Application (Mobile Phone App) used for creating 3D images, said image being added onto an existing file or into a new file.

- 15 A second Object of the Invention is a system for creation of 3D graphics and images using a 3D creation App comprising:

- (i) a plurality of Drawing Templates with allocated space for preparing of drawings of objects thereon;
- (ii) a plurality of panels enclosing or framing the Drawing Templates in item (i) above; each panel formed from each Drawing Template and arranging the panels into 3D cuboid or the like;
- (iii) a Mobile phone equipped with or downloaded with a 3D images creation Mobile App, wherein such App is preinstalled in connection with the creation of 3D graphics and images; and
- 25 (iv) a server to store all files and images uploaded into the system and the video created by the system through the Mobile Phone App.

- 30 Preferably the system for creation of 3D graphics and images uploads the images on the Drawing Template into the Mobile phone and converts said 2D images into 3D images and graphics.

Preferably the system for creation of 3D graphics and images has a plurality of functional buttons on the screen of the Mobile phone to allow the user to add new

images or continue to edit existing files/images or even begin a new story or new file of images.

5 Preferably the system for creation of 3D graphics and images allows the user to manoeuvre the image into a panel marked as "START", and subsequent images are manoeuvred into another panel marked "2".

10 Preferably, the system for creation of 3D graphics and images allows the user to use a Mobile Phone App to manipulate each graphic image by the use of the buttons indicated on the right-hand side – "SHUTTLE" or "TELEPORT" or "SELECT".

Preferably, the system for creation of 3D graphics and images digitises a 2D image of the drawing into a 3D image.

15 Objects of the present invention are not limited to the aforementioned objects, and other objects may exist. This will be understood by those of ordinary skill in the art by the following description.

BRIEF DESCRIPTION OF THE DRAWINGS

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For a better understanding of the invention, its advantages, and the objects attained by its use, reference should now be made to the accompanying drawings. The accompanying drawings illustrate one or more embodiments of the invention and together with the description herein, serve to explain the workings and principles of the invention. The diagrams by no means restrict the invention to only what is shown.

Fig 1 show a top view of a paper template used in the method for digitising a 2D drawing into a 3D image.

30 Fig 2 show a perspective view of a paper template used in the method for digitising a 2D drawing into a 3D image.

Fig 3 show a perspective view of a paper template used in the method showing drawings in the drawing area for digitising a 2D drawing into a 3D image.

Fig 4 show a perspective view of the step in the method of digitising a 2D drawing into a 3D digitised image.

- 5 Fig 5 show a perspective view of the step in the method of folding the 2D digitised image of the drawing into a 3D image.

Fig 6 is an illustration of how the 3D image used in the method of digitising the 2D image looks like after digitisation and conversion from a 2D image into a 3D image.

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Fig 7 show a top view of a 2nd paper template used in the method for digitising another 2D drawing into a 3D image.

- 15 Fig 8 show a perspective view of the 2nd paper template used in the method for digitising a new 2D drawing into a new (2nd) 3D image.

Fig 9 show a perspective view of the 2nd paper template used in the method for digitising a new 2D drawing into a new 3D image, the 2nd paper template with a new drawing in the drawing area.

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Fig 10 show a perspective view of the step of digitising the new drawing in the drawing area of the 2nd paper template used in the method by digitising the new 2D drawing into a new 3D digitised image.

- 25 Fig 11 show a perspective view of the step in the method of digitising a 2D image, showing the folding the new 2D digitised image of the new drawing into a new (2nd) 3D image.

- 30 Fig 12 is an illustration of how the new 3D image looks like after digitisation and conversion from a 2D image into a new (2nd) 3D image, obtained from the method of digitising a 2D image into a 3D image.

Fig 13 is an illustration of a child using 3D imaging device after the 1st 3D image and 2nd 3D images have been combined as used in the method.

Fig 14 is an illustration of how the combined 3D images would look to a person using the 3D imaging device, after the 1st 3D image and 2nd 3D images have been combined as used in the method.

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Fig 15 is a screen shot of the Mobile Phone Application (Mobile Phone App) used in the System for creating 3D images in accordance to the Method of creating a 3D image from a 2D image.

10 Fig 16 is a screen shot of the Mobile Phone Application (Mobile Phone App) used in the System for creating 3D images showing a new 3D image being created and added onto an existing file.

15 Fig 17 is a screen shot of the start of creating a 3D image using the Mobile Phone App used in the System for creating 3D images.

Fig 18 is a screen shot of the Mobile Phone App as images are added to the existing file containing a number of 3D images.

20 Fig 19 is a screen shot of the Mobile Phone App as the uploaded images are edited as the images are added into the existing file containing a number of 3D images.

Fig 20 is a screen shot of the image being manipulated as it is edited in the Mobile Phone App.

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Fig 21 is a screen shot of the entire file with the newly added and edited image being saved in the Mobile Phone App.

DETAILED DESCRIPTION OF EMBODIMENTS OF THE INVENTION

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Hereinafter, exemplary embodiments of the present invention will be described in detail with reference to the attached drawings.

Description of Method for creating 3D stories and videos

The method for creating a 3D image from a 2D drawing or graphic is explained with reference to Drawings Fig 1 to Fig 14. The 2D image may be one or more images prepared by a child. The 2D images may be drawn by hand or may be cut outs from other sources, and pasted onto the paper template, in accordance to the guidelines for preparing the 3D images.

The graphics or drawings prepared may be in colour. Any colour medium may be used.

While reference is made to a child using the method and system of the invention, the user may also be an adult who wants to create 3D graphics and stories but lack the technical skills and training to use software to create 3 D graphics and images.

Fig 1 show a top view of a paper template used in the method for digitising a 2D drawing into a 3D image.

A paper template is used for the purpose of preparing a drawing or graphic image by a child in this method of digitising a 2D drawing into a 3D image. The paper template has several areas set aside for specific functions in this inventive method such as: -

- the empty space in the "do not draw anything here" portion;
- the line thickness of the drawing area;
- the aspect ratio of the drawing area; and
- the dotted lines in the left and right boxes.

A separate paper template is used for digitising a drawing by a child. For example, the 1st drawing is the background scenery of the story the child wishes to tell and show. The child would then prepare a 2nd drawing of an object, in this description, an elephant in a 2nd paper template.

The child may continue to prepare additional drawings of objects the child wishes to include in the 3 D story the child is creating. The step of preparing additional paper templates would be repeated for each additional object the child wishes to add into the 3 D story of the child.

The drawing has to be prepared in the Drawing Area set out in the paper template. The Drawing area is the area bounded by the thick bold lines. The Drawing Area has been dimensioned to enable the capture of the drawing, digitising the drawing, converting it to a 2D image, folding the 2D image into a 3D object. The dotted lines on both side panels are also used to guide in the digitisation process. The side panels also include details of the child and the drawing so that such details would be captured as background information relating to the child and for identification of each 2D and 3D image obtained from the paper template.

The Drawing Area has three (3) sections or portions: -

- a. A portion for objects to be drawn or shown in the foreground;
- b. A portion for objects to be drawn or shown in the middle ground; and
- c. A portion for objects to be drawn or shown in the back ground.

The Drawing Area with the three portions are specifically worked out in the invention for the system of creating 3 D graphics to enable objects when viewed in 3D to be seen in perspective.

Other media may be used in place of paper for the template. Consideration of other type of media would include costs, easy absorption of colours (ink or paint) and ease of making copies.

Fig 2 show a perspective view of a paper template used in the method for digitising a 2D drawing into a 3D image.

The invention allows each child to prepare a 3D object according to the child's ability and skill level.

At a beginner level, the child may be provided with the first 3D object, which may be the background scenery. At this level, the child may be taught to draw or paste an object, which in the description herein, is an elephant.

To explain how this method works, we will begin with the preparation of the scenery of the story, which is the first step in the creation of the 3D virtual story by a child.

Fig 3 show a perspective view of a paper template used in the method showing drawings in the drawing area for digitising a 2D drawing into a 3D image.

The child would prepare a drawing of the scenery of the virtual story. The child would draw and colour each feature of the scenery, all of which are carried out within the Drawing Area.

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Fig 4 show a perspective view of the step in the method of digitising a 2D drawing into a 3D digitised image.

After the child has finished the 2D drawing, a mobile phone is used to capture an image of the 2D drawing using an App and System for creating 3D images of this Invention. The 1st image would be uploaded to a cloud-based server for further processing. (The System for digitising 2 D images into 3D images would be explained by reference to Fig. 15 – 21.)

Fig 5 show a perspective view of the step in the method of folding the 2D digitised image of the drawing into a 3D image.

The 1st image would be converted to a 3D image with digitising software. The 1st image would be folded into a 3D image and may be seen if a 3D device is used. The folding is carried out by appropriate 3D software together with the Mobile Phone App along the dotted lines and based on the Drawing Area bounded by the thick bold lines in the Paper Template. (The System for digitising 2 D images into 3D images would be further explained by reference to Fig. 15 – 21.)

Fig 6 is an illustration of how the 3D image used in the method of digitising the 2D image looks like after digitisation and conversion from a 2D image into a 3D image. For a child at the beginner level, this background scenery may be prepared beforehand by the teacher in charge of the course. For a beginner level, the child may

be taught to prepare a simple object, such as an elephant (as described in Fig 7 to Fig 12).

Fig 7 show a top view of a 2nd paper template used in the method for digitising another
5 2D drawing into a 3D image.

Following the initial preparation of the 1st drawing (the scenery of the story) the child at the beginner level would learn to prepare just a simple object, continuing with our description of the invention, now drawing an elephant in a 2nd paper template.

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The child again would have to prepare the drawing in the Drawing Area set out in the paper template. The Drawing area is the area bounded by the thick bold lines.

The Drawing Area has been dimensioned to enable the capture of the drawing, digitising the drawing, converting it to a 2D image, folding the 2D image into a 3D
15 object. The dotted lines on both side panels are also used to guide in the digitisation process. The side panels also include details of the child and the drawing so that such details would be captured as background information relating to the child and for identification of each 2D and 3D image obtained from the paper template.

20 Fig 8 show a perspective view of the 2nd paper template used in the method for digitising a new 2D drawing into a new (2nd) 3D image.

Since the child is at a beginner level, the child would be informed that the background scenery had been provided with a first 3D object. The child may decide to draw an
25 object such as an elephant. The child would be taught to draw or even cut out paper objects and paste these objects, within the bold box in the paper template.

Fig 9 show a perspective view of the 2nd paper template used in the method for digitising a new 2D drawing into a new 3D image, the 2nd paper template with a new
30 drawing in the drawing area.

The child would draw and colour each feature of the object, all of which are carried out within the Drawing Area. The Drawing Area has three portions which are specifically worked out in the invention for the system of creating 3 D graphics to enable objects

when viewed in 3D to be seen in perspective. The child would write details on the side panel to identify each 2D and 3D image produced from this paper template.

Fig 10 show a perspective view of the step of digitising the new drawing in the drawing area of the 2nd paper template used in the method by digitising the new 2D drawing into a new 3D digitised image.

After the child has finished the 2D drawing, a mobile phone is used to capture an image of the 2D drawing using a Mobile Phone App used together with the System Invention. The image of the 2D drawing of the elephant would be uploaded to a cloud-based server for further processing.

Fig 11 show a perspective view of the step in the method of digitising a 2D image, showing the folding the new 2D digitised image of the new drawing into a new (2nd) 3D image.

The folding is carried out by appropriate 3D software along the dotted lines and based on the Drawing Area bounded by the thick bold lines in the Paper Template. The camera in the Mobile Phone has to start with the Panel marked "START" followed by the panel marked "2".

The image is then uploaded into the cloud-based server and converted to a 3D image with digitising software. The object of the 2D image of the elephant would be folded into a 3D image and may be seen if a 3D device is used.

Fig 12 is an illustration of how the new 3D image looks like after digitisation and conversion from a 2D image into a new (2nd) 3D image, obtained from the method of digitising a 2D image into a 3D image.

For a child at the beginner level, this scenery had been prepared beforehand by the teacher in charge of the course. Therefore, at a beginner level, a child may be taught to prepare a simple object, such as an elephant (as described in Fig 7 to Fig 12).

After the child has acquired the skills for creating 3D images, the child may continue to prepare additional drawings of objects (by hand or even by cutting out images and pasting these into the Drawing Area) the child wishes to include in the 3 D story the child is creating. The step of preparing additional paper templates would be repeated for each additional object the child wishes to add into the 3 D story of the child.

Fig 13 is an illustration of a child using 3D imaging device after the 1st 3D image and 2nd 3D images have been combined as used in the method.

The combination of each 3D image into a virtual story based on the digitisation of each drawing prepared on each paper template would allow the child to experience 3D story himself or even may be shared if each child views the same 3D story on their own 3D viewing device.

Fig 14 is an illustration of how the combined 3D images would look to a person using the 3D imaging device, after the 1st 3D image and 2nd 3D images have been combined as used in the method.

Description of the System and Mobile Phone App for creating 3D stories

As explained earlier, the method of creating 3D graphics and images must be used with the System and a Mobile Phone App.

The Mobile Phone App would allow the child or adult user to scan the graphics in the Drawing Area, upload the graphics into an image for editing and further manoeuvre the graphic images to form a sequence of images/graphics which forms the story the child is creating.

The system consisting of 3D software and Mobile Phone App software resides in the Cloud and servers.

The System for creating 3D stories uses a Mobile Phone App to allow users to convert graphic drawings (as laid out in the Drawing Area of the Paper Template into 3D images. The Mobile Phone is proposed as every person irrespective of age has a

Mobile Phone with a camera. The Mobile Phone is firstly loaded with the Mobile Phone App created for this invention.

5 The child would use the camera in the Mobile Phone to take images as displayed in the Drawing Area, guided by the lines in the Paper Template. Other details as indicated on the right and left boxes of the Paper Template such as name of creator, date and other particulars are also uploaded and stored in the System.

10 The method for using the Mobile App and Mobile Phone to upload a 2D image and convert this into a 3D graphic or image is explained with reference to Fig 15 to Fig 21. The 2D image may be one or more images prepared by a child. The 2D images may be drawn by hand or may be cut outs from other sources, and pasted onto the Drawing Area of the paper template, in accordance to the guidelines for preparing the 3D images.

15 Fig 15 is a screen shot of the Mobile Phone Application (Mobile Phone App) used in the System for creating 3D images in accordance to the Method of creating a 3D image from a 2D image.

20 Upon loading the Mobile Phone App, the user would see a screen as shown in Fig 15. Each user would have his or her account in the System. The user has to log into his or her own account in order to open existing files containing saved graphics/videos or create a new 3D story in the form of a video.

25 Fig 16 is a screen shot of the Mobile Phone Application (Mobile Phone App) used in the System for creating 3D images showing a new 3D image being created and added onto an existing file.

30 The buttons on the right-hand side of the screen allows the user to add new images or continue to edit existing files/images or even begin a new story or new file of images.

Fig 17 is a screen shot of the start of creating a 3D image using the Mobile Phone App used in the System for creating 3D images. The graphics or images have to be included into the existing file beginning with the first image positioned at the panel with

the “START” button. The system would automatically manoeuvre the image into the panel marked as “START”. The next image is then manoeuvre into the panel marked “2”. Other images would be added according to an indicated sequence.

- 5 Fig 18 is a screen shot of the Mobile Phone App as images are added to the existing file containing a number of 3D images. The Mobile App allows the user to manipulate each graphic image by the use of the buttons indicated on the right-hand side – “SHUTTLE” or “TELEPORT” or “SELECT”.
- 10 Fig 19 is a screen shot of the Mobile Phone App as the uploaded images are edited as the images are added into the existing file containing a number of 3D images. The Mobile App allows the user to use these functions in the Mobile Phone App: -

as shown by the buttons indicated on the right-hand side: -

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“GAME” or “VR” or “EDIT”.

as shown by the buttons indicated on the left-hand side: -

- 20 “UPLOAD” or “BACK”

Fig 20 is a screen shot of the image being manipulated as it is edited in the Mobile Phone App. The Mobile App allows the user to use these functions in the Mobile Phone App, to manipulate the images in the Mobile Phone, as shown by the buttons indicated on the right-hand side: -

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X axis of the Cartesian coordinates

Y axis of the Cartesian coordinates

- 30 Z axis of the Cartesian coordinates

when the graphic is confirmed to be correctly edited, the user enters the ‘ DONE ’ button and the file is then saved.

Fig 21 is a screen shot of the entire file with the newly added and edited image being saved in the Mobile Phone App.

5 The user would continue to add additional panels (images) to build the 3D graphics and images into a video or movie.

10 The method of creating 3D images takes away all the technological barriers to creating 3D images and allow the child to use creative energies in creating, preparing and tell a story, in a totally experiential way compared to the traditional methods.

With the aid of the cloud-based server, the child would be able to add new 3D images or 3D objects (stored in the cloud-based server) to existing 3D objects, to form a complex 3D virtual environment.

15 Using the appropriate 3D software, the child would be able to manipulate the 3D objects as part of the story telling or narration.

20 It is possible to include audio (both narrative and music) at higher levels of use of this inventive method and system.

If the 3D virtual story is duplicated, every child with a 3D viewing device would be able to enjoy the creation of the same 3D story or narration. Alternatively, the same 3D virtual story may be downloaded from the cloud-based server by every child to be enjoyed.

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ADVANTAGEOUS EFFECTS OF THE INVENTION

30 The present invention allows a child or even an adult without IT training in use of 3D software and who wish to create 3D stories to create 3D images to form a virtual story or narrative, without being trained to handle and manipulate 2D images into 3 D images and objects.

With the aid of digitisation software, and simplification of the digitisation process, the child would be able to concentrate his or her creative energies into the creation of the story even at a very early age.

- 5 Both the method and system work together to enable children and even adults without technical training in 3D software use to create 3D stories in a short time.

CLAIMS

1. A method to enable creation of 3D graphics and images using a 3D creation App and a Drawing Template, comprising the steps of:
 - 5 (vi) drawing objects onto a plurality of Drawing Templates;
 - (vii) panelling the Drawing Template and arranging the panels into cuboid or the like;
 - (viii) capturing with the camera of a Mobile Phone all the panels with drawn objects on the paper template, wherein an App preinstalled in the Mobile Phone
10 is used in connection with the creation of 3D graphics and images;
 - (ix) loading the images taken by the Mobile Phone; and
 - (x) displaying on the screen of the Mobile Phone being the images that drawn on the Drawing Template.
- 15 2. The method to enable creation of 3D graphics and images as set forth in Claim 1, wherein the 3D images are formed into a video to describe a story.
3. The method to enable creation of 3D graphics and images as set forth in Claim 1, wherein a user needs to log into an assigned account in order to access to the
20 created 3D graphics and images.
4. The method to enable creation of 3D graphics and images as set forth in Claim 3, wherein the user needs to log into the assigned account for files containing the graphics/videos that have been save or to create a new 3D story in the form of a video.
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5. The method to enable creation of 3D graphics and images as set forth in Claim 1, wherein a photo of the image prepared in the Drawing Area of the Drawing Template is taken and said image is uploaded using the Mobile Phone Application (Mobile Phone App) used for creating 3D images, said image converted into a new 3D image
30 being created and added onto an existing file or into a new file.
6. A system for creation of 3D graphics and images using a 3D creation App comprising:

- (i) a plurality of Drawing Templates with allocated space for preparing of drawings of objects thereon;
- (ii) a plurality of panels enclosing or framing the Drawing Templates in item (i) above; each panel formed from each Drawing Template and arranging the panels into a 3D cuboid or the like;
- (iii) a Mobile phone equipped with or downloaded with a 3D images creation Mobile Phone App, wherein such App is preinstalled in connection with the creation of 3D graphics and images; and
- (iv) a server to store all files and images uploaded into the system and the videos created by the system through the Mobile Phone.

7. The system for creation of 3D graphics and images as set forth in Claim 6, wherein the 3D images on the screen of the Mobile phone are the images prepared on the Drawing template.

8. The system for creation of 3D graphics and images as set forth in Claim 6, wherein a plurality of functional buttons on the screen of the Mobile phone allow the user to add new images or continue to edit existing files/images or even begin a new story or new file of images.

9. The system for creation of 3D graphics and images as set forth in Claim 6, wherein the system automatically manoeuvres the image into a panel marked as "START", and subsequent images are being manoeuvred into another panel marked "2".

10. The system for creation of 3D graphics and images as set forth in Claim 6, wherein the Mobile App allows the user to manipulate each graphic image by the use of the buttons indicated on the right-hand side – "SHUTTLE" or "TELEPORT" or "SELECT".

11. The system for creation of 3D graphics and images as set forth in Claim 6, wherein the system digitise a 2D image of the drawing into a 3D image.