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Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.....(date)

MODULE SPECIFICATION

1. **Title of the module**
Computer Animation – Core
2. **School or partner institution which will be responsible for management of the module**
Pearson College London / Escape Studios
3. **Start date of the module**
January 2017
4. **The number of students expected to take the module**
c. 60 students
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
N/A
6. **The level of the module**
Level 4
7. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
2 / Summer
9. **Prerequisite and co-requisite modules**
Prerequisites: *Creative Foundations – Project, Creative Foundations – Craft.*

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10. The programmes of study to which the module contributes

MArt/BA Art of Visual Effects
MArt/BA Art of Video Games
MArt/BA Art of Computer Animation

11. The intended subject specific learning outcomes

On successful completion of this module, students will have Knowledge & Understanding (K) of...

1. The theory and techniques involved in the creation of digital animation
2. The relationship between design, technology, and the animation production

On successful completion of this module, students will have Intellectual Skills (I) in...

1. Critically evaluating the various artistic and technical solutions in relation to the creation of an animation production
2. Analysing the impacts of design, art and technical issues on an animation production

On successful completion of this module, students will have Subject Specific Skills (S) in...

1. Using industry standard animation tools and techniques
2. The underlying principles of animation, including locomotion and mechanics
3. Video editing techniques and combining animation with music and sound effects

12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable Skills (T) in...

1. Building and delivering a project to meet a specific objects within given time and resource constraints
2. Communicating and presenting to a variety of audiences in a technical and creative context

13. A synopsis of the curriculum

This module introduces students to the fundamentals of the theory and practice of the creation of animation for a wide range of digital media. It takes them from zero experience to providing a sound foundation on which to build their animation skills. Through intensive hands-on projects they begin to learn the latest software and techniques, including animation principles, movement and cinematography. The aims are:

- To develop students' understanding of and expertise in 3D and 2D animation techniques for use in a professional animation environment.
- To introduce students to the basics of animation mechanics, including locomotion, flexibility and weight.

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- To give students an understanding of the Twelve Principles of Animation

Keywords: Animation, 3D animation, Digital arts, Games, Film, TV

Outline syllabus:

- Basic modelling for animation and VFX
- An introduction to design theory for artists, including visual development, composition, character design and colour theory
- Basic lighting, Texturing and Rendering
- The Twelve Principles of Animation
- An introduction to principles of research, development and creative thinking
- The history of animation, and an introduction to contemporary animation
- An introduction to film theory and the art of Cinematography
- Basic Locomotion, animation mechanics, flexibility and weight

14. Indicative Reading List

Recommended

- *The Illusion of Life: Disney Animation*, Thomas F. & Johnston O., Hyperion (1997)
- *The Animator's Survival Kit*, Williams R., Faber & Faber (2012)
- *Cartoon Animation*, Blair P., Walter Foster (1996)

Electronic

- *3D World*, Future Publishing, <http://www.creativeblog.com/3d-world-magazine>
- *Digital Arts*, IDG Communications, <http://www.digitalartsonline.co.uk/about/>
- www.lynda.com
- *Escape Studios "Digital Tutors"*

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Learning and teaching takes place through four key modes of delivery. These provide a blend of technical skills training, exploration of theory and praxis, application in the studio, and self-directed study and development time. The balance differs depending on the type of module. As this is a Craft module, the balance is skewed in favour of Skills Sessions.

Skills Sessions	c. 60 hrs
Tutorials	c. 20 hrs
Studio Time	c. 45 hrs
Self-Directed	c. 25 hrs
Total	150 hours

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16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during Skills Sessions and Tutorials.

Summative assessment will be based on a Portfolio and Retrospective, and assessed using one or more of the Assessment Types (see Programme Specification).

Basic locomotion exercise (Formative 0%)

This provides formative input into the students' development. This is a basic animation exercise, including simple modelling, texturing and lighting. They will be expected to understand the basic animation pipeline through to final render and export as a movie file. Present for formative feedback at a Studio Crit.

Assignment 1: Product (75%)

The assessment will test Learning outcomes: K1, K2, I1, I2, S1, S2, S3

For this the student will be required to produce short computer animation to a specified brief. Present for a Panel Crit and demonstrate how they have met the Learning Outcomes in their work.

The scope and size of this piece of work will be defined by the brief and the learning outcomes, and will take into account the length of time and skill level of the students.

Assignment 2: Retrospective (25%)

The assessment will test Learning outcomes: T1, T2

The student will be required to use the learning outcomes as starting points for an enquiry into their work over the course of the module. How does your work relate to established theory and practice? How well did they do? What might they do differently next time? They will need to write their analysis, give themselves a grade based on the grading criteria, and present this for moderation and assessment.

17. **Implications for learning resources, including staff, library, IT and space**

No implications.

18. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative**

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Partner's disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) or Centre(s) where module will be delivered:

Pearson College London / Escape Studios

20. Partner College/Validated Institution:

Pearson College London / Escape Studios

21. University School responsible for the programme:

School of Engineering and Digital Arts