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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 – Advanced
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**
November 2017
4. **The number of students expected to take the module**
c. 15 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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 5
7. **The number of credits and the ECTS value which the module represents**
30 credits (15 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
1 / Autumn
9. **Prerequisite and co-requisite modules**
Prerequisites: *Computer Animation - Pro.*

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10. The programmes of study to which the module contributes

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, processes and techniques involved in the creation of animal and creature animation
2. The history of and current trends in the visual effects industry, and the impact they have on animation techniques
3. The relationship between the use of live action reference and the creation of animal and creature animation in a visual effects environment

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

1. Critically evaluating and selecting artistic and technical solutions for animation in a visual effects environment
2. Analysing the impacts of design, art and new technology on the development of visual effects animation techniques

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

1. Using industry standard animation tools and techniques to a professional standard in the context of a visual effects pipeline
2. Demonstrating a knowledge and understanding of the principles of locomotion and mechanics as they apply to animal and creature animation
3. Demonstrating a knowledge and understanding of acting and performance as it applies to animal and creature animation

12. The intended generic learning outcomes

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

1. Working to meet individual and group objectives
2. Designing, planning and delivering a project that can adapt to meet a strict set of industry objectives within time and in technical budget
3. Communicating and presenting to a variety of audiences in a technical and creative context

1. A synopsis of the curriculum

As the scale and scope of the demands that filmmakers and clients place on the visual effects industry continues to expand, the demand for ever more engaging and realistic animal and creature effects grows. From the first believable computer generated animals

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in Jurassic Park, to amazing photorealistic monsters in modern movies, the animation of these digital characters is utterly crucial for convincing visual storytelling.

This module introduces students to the theory and practice of the creation of animal and creature animation for the visual effects industry. The aims are:

- To develop students' understanding of and expertise in animation techniques for use in a visual effects environment.
- To introduce students to the art of animation for visual effects, especially animal and creature animation.
- To give students an understanding of visual effects industry pipelines such as the use of green screen and the ability to work with live action plates.

Keywords: Creature Animation, Animals and Creatures, Visual Effects Animation, VFX animation, Animation, 3D animation, Digital arts, Games, Film, TV

Outline syllabus:

- The theory and practice of creature animation.
- Visual effects design for animators, including composition, production and character design and colour theory
- 3D lighting and texturing for visual effects animation
- Animal and creature acting, performance, dialogue and lipsync
- Research and creative development for visual effects animation
- Video editing and sound editing for visual effects animation
- Animal and Creature Body language, gesture and expressions
- The observation and use of live action analysis and its application to visual effects animation techniques
- Animation and Creature Locomotion and Mechanics

2. Indicative Reading List

Recommended

- *Animal Drawing: Animal locomotion and design concepts for animators*, Mike Mattesi, Force Drawing Series (2011)
- *The Animator's Survival Kit*, R. Williams, Faber & Faber (2012)
- *Cartoon Animation*, P. Blair, Walter Foster (1996)

Electronic

- www.lynda.com
- Escape Studios digital tutors service
- <http://www.creativeblog.com/3d-world-magazine>
- <http://www.digitalartsonline.co.uk/>

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3. 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. 100 hrs |
| Tutorials | c. 20 hrs |
| Studio Time | c. 100 hrs |
| Self-Directed | c. 80 hrs |
| Total | 300 hours |

4. 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).

Quadruped locomotion exercise (Formative 0%)

Create a quadruped locomotion such as a walk, trot or run. Present for formative feedback at a Studio Crit.

Animal action exercise (Formative 0%)

Create a piece of believable animal animation based upon live-action reference. Present for formative feedback at a Studio Crit.

Assignment 1: Individual Portfolio (75%)

The assessment will test Learning Outcomes: K1, K2, K3, I1, I2, S1, S2, S3

The student will be required to create a piece of believable animal animation including a character performance. They should ensure that they follow the pipeline of research, development, concept visualisation to pitch. Alongside the animation development, they will need to build a portfolio of progress through the project. This portfolio should be in the form of an online blog and as well as containing written elements it should also contain images and video to help describe the development of the project. The aim is to provide detailed insight into the tools and techniques they are learning as well as the creative and technical decisions they make. It is expected that they provide some critical analysis of their own work and draw some conclusions from it.

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Assignment 2: Individual Retrospective (25%)

The assessment will test Learning Outcomes: T1, T2, T3

The students will be required to use the learning outcomes as starting points for an enquiry into their work over the course of the module. 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.

5. **Implications for learning resources, including staff, library, IT and space**
No implications.

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

7. **Campus(es) or Centre(s) where module will be delivered:**
Pearson College London / Escape Studios

8. **Partner College/Validated Institution:**
Pearson College London / Escape Studios

9. **University School responsible for the programme:**
School of Engineering and Digital Arts