

MODULE SPECIFICATION

1. **Title of the module**

Computer Animation – Core – PRSN4001

2. **School or partner institution which will be responsible for management of the module**

Pearson College London / Escape Studios.

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

4

4. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Summer

6. **Prerequisite and co-requisite modules**

None

7. **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

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

Demonstrate 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

Demonstrate Intellectual Skills (I) in...

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

Demonstrate Subject Specific Skills (S) in...

5. Using industry standard animation tools and techniques
6. The underlying principles of animation, including locomotion and mechanics
7. Video editing techniques and combining animation with music and sound effects

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

Demonstrate Transferable Skills (T) in...

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

10. 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.
- 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

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

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

12. Learning and teaching methods

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**

13. Assessment methods

13.1 Main assessment methods

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%)

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 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.

13.2 Reassessment Methods

14. Map of module learning outcomes

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2
Learning/ teaching method									
Skills Sessions	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	X	X	X	X	X	X	X
Assessment method									
Product	X	X	X	X	X	X	X		
Retrospective								X	X

15. Inclusive module design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

MODULE SPECIFICATION

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

Pearson College London / Escape Studios.

17. Internationalisation

Computer animation is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. Partner College/Validated Institution

Escape Studios, Pearson College London

19. University School responsible for the programme

Engineering & Digital Arts

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)