1. **Title of the module**

   Computer Animation – Pro – PRSN5003

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)**

   5

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

   30 (15 ECTS)

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

   Autumn

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

   None

7. **The programmes of study to which the module contributes**

   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, processes and techniques involved in the creation of character animation performances.
   2. Critically reviewing and exploring trends in the history of character animation and how the industry has changed and adapted
   3. A critical awareness of the relationship between acting, mime, pantomime and character animation performance

   Demonstrate Intellectual Skills (I) in…
   4. Critically evaluating artistic and technical solutions in relation to the creation of character animation performances, including motion capture
   5. Analysing theories of acting, performance and drama and applying them to the study of animation

   Demonstrate Subject Specific Skills (S) in…
   6. Using industry standard animation tools and techniques including the use of motion capture and live-action reference to create character performances.
   7. The application of the principles of animation as they apply to acting and performance in a computer animation
   8. The application of the principles of mime and pantomime in a computer animation

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:

   Demonstrate 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 ideas to a variety of audiences in a technical and creative context

10. **A synopsis of the curriculum**

Bringing a digital object or character to life is the fundamental purpose of computer animation. Imbuing this collection of pixels with personality, using it to tell a story, and conjuring real emotions, is a difficult skill to master. There are many elements that have to work together to make an animation work: the look and feel of the character has to match with the vocal performance, which has to match with the lip movements, and the body language, and the gestures. It is through constant trial, error, and feedback that students will learn this.

This module introduces students to the theory and practice of the creation of character animation for a wide range of digital media. The aims are:
- To develop students' understanding of and expertise in character animation techniques for use in a professional animation environment.
- To introduce students to the art of character animation, including pantomime, acting, dialogue and lipsync.
- To give students an understanding of animation industry pipelines including creative development, character development and technical processes.

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

Outline syllabus:
- The theory and practice of character animation
- Design for character animators, including visual development, composition, character design and colour theory
- 3D lighting and texturing for character animation
- Acting, performance, dialogue and lipsync
- Research and creative development for character animation
- Video editing and sound editing for character animation
- Mime, pantomime, body language, gesture and expressions
- The observation and use of motion capture and live action analysis
- Advanced keyframe animation mechanics, including 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)
- *www.lynda.com*
- *Escape Studios "Digital Tutors"*
- http://www.creativebloq.com/3d-world-magazine
- http://www.digitalartsonline.co.uk/

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. 100 hrs
> Tutorials c. 20 hrs
> Studio Time c. 100 hrs
> Self-Directed c. 80 hrs
> **Total 300 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).

Pantomime animation exercise (Formative 0%)
Create a pantomime performance without dialogue or lipsync. The length and scope of the animation will be defined by the brief. Present for formative feedback at a Studio Crit.

Dialogue and Lipsync exercise (Formative 0%)
Create a character performance including dialogue and lipsync. Present for formative feedback at a Studio Crit.

Assignment 1: – Individual Portfolio (75%)
The student will be required to create a character performance for entry into the monthly Eleven Second Club contest (or similar). They should ensure that they follow the pipeline of research, development, concept visualisation to pitch. Alongside the animation development, they should 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.

Assignment 2: Individual 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 their 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 Specification Template with Guidance (May 2018)

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	9.1	9.2	9.3
Learning/ teaching method											
Skills Sessions	X	X	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	X	X	X	X	X	X	X	X	X
Assessment method											
Product	X	X	X	X	X	X	X	X			
Retrospective									X	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.

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

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

Module Specification Template with Guidance (May 2018)

5

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