1. **Title of the module**

   Computer Animation – Advanced – PRSN5002

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 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

   Demonstrate Intellectual Skills (I) in…
   4. Critically evaluating and selecting artistic and technical solutions for animation in a visual effects environment
   5. Analysing the impacts of design, art and new technology on the development of visual effects animation techniques

   Demonstrate Subject Specific Skills (S) in…
   6. Using industry standard animation tools and techniques to a professional standard in the context of a visual effects pipeline
   7. The knowledge and understanding of the principles of locomotion and mechanics as they apply to animal and creature animation
   8. The knowledge and understanding of acting and performance as it applies to animal and creature 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 to a variety of audiences in a technical and creative context

10. **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 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

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
- *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)
- www.lynda.com
- Escape Studios digital tutors service
- 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).

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 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.

Assignment 2: Individual Retrospective (25%)
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 themself 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	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

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.

Module Specification Template with Guidance (May 2018)

MODULE SPECIFICATION

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