Ravensbourne University London

Unit Title	Narrative
FHEQ Level	UG1 – FHEQ Level 4
Unit Code	MGR18102
Credit Value	30 credits
Unit Type	Subject

Learning Hours

Staff – Student Contact Hours		Independent Study Hours	
Classes	90	Independent Study	85
Supervised access to resources	0	Preparation for Assessment	70
		Unsupervised Access to Resources	55
Total			**300**

Unit Description

The ability to communicate information, ideas or messages within a given time frame is one of the defining characteristic of Motion Graphics. This unit is designed to develop the creative and conceptual skills that you need to effectively communicate and create visual narrative and to understand the effect of movement and time on visual communication.

Understanding how to plan, research, visualise and develop concepts are all essential skills for creating effective narrative that is readable, engaging and relevant to the content and audience. In this unit you will learn basic skills in visualisation, animation and short form narrative, all of which will be supported by relevant software training and research.

These skills and knowledge will underpin all units across the rest of the course at all levels.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

Fundamental principles of narrative storytelling
Cultural influences on storytelling and their impact on motion graphics
The use of visual language and techniques for the communication of ideas
The principles of communicating information and concepts through narrative

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Visual communication skills, including visualisation and storyboarding
Basic animation skills
Problem solving and conceptualising
Basic skills in industry appropriate software, including inputs, outputs and file management

Unit Aims

To develop an ability to communicate ideas and information using time based narrative

To develop an understanding of how to visualise and develop a narrative concept

To examine the relationship between time, visual appearance and content

To examine the basic principles underpinning animation

To develop appropriate software and visualisation skills

To examine the role and expression of narrative in art and design

Unit Learning Outcomes

Level Four

LO 1 Research/Inspiration

Demonstrate your capacity for information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Generate first concept ideas or strategic project themes drawing upon reference to acquired research materials

Related Principle: ORIGINATE

LO 4 (Pre) Production

Identify, select and apply an appropriate selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 5 Presentation /Storytelling For Influence

Evidence effective communication of projects, whether in visual, oral or written form.

Related Principle: ADVOCATE

Learning and Teaching Methods

Briefings

Lectures

Workshops

Seminars

Individual presentations and critiques

Self directed independent study

Personal blogs

Assessment methods and tasks

The software skills element of the unit will require you to demonstrate your ability to fulfil a range of core skills to a satisfactory standard. This will be assessed holistically through a series of workshops and projects integrating the skills learned in the workshops.

Within the main project, the formative, storyboard, submission will be assessed at the point of submission, this and work submitted for associated workshops will be taken into account in reaching a grade for the unit.

The main project will be assessed for both creativity and execution. Work submitted for associated workshops will be taken into account when arriving at the final grade.

You will also be required to create a project log containing research, development and personal reflection.

Assessment tasks	Weighting (%) *(one grade or multi-grade unit)*
Software skills and associated workshop outcomes	50%
Narrative project, storyboard, associated workshops and project log	50%

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

Has the student attained satisfactory core software skills and integrated these skills into the delivery of assessed projects? LO4

Has the student demonstrated an understanding of the basic principles of narrative structure and visualisation and evidenced this in the preparation of storyboards? LO5, LO2

Has the student demonstrated an understanding of the importance of pace and timing in narrative evidenced this the delivery of project work? LO5

Has the student demonstrated an understanding of basic animation skills and evidenced these in the delivery of project work? LO5

Has the student shown evidence of research, development of ideas and reflected on their learning on the unit? LO1

Learning Outcomes LO1, LO2, LO4 and LO5

Essential Reading list

1. Glebas, Francis (2008). Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation. Abingdon: Focal Press
2. Hall, S (2012). This Means This, This Means That: A User's Guide to Semiotics. London: Laurence King.
3. Heller, S (2012). 100 Ideas that Changed Graphic Design. London: Laurence King.
4. Krisztian, G & Schlempp-Ãlker, N (2006). Visualizing Ideas: From Scribbles to Storyboards. London: Thames & Hudson.
5. Madden, M (2006). 99 Ways to Tell a Story: Exercises in Style. London: Jonathan Cape.
6. Williams, R E (2009). The Animator's Survival Kit . 2nd ed. London: Faber and Faber.