



<b>Unit Title</b>	Animation Fundamentals
<b>FHEQ Level</b>	Level 4
<b>Unit Code</b>	ANI18102
<b>Credit Value</b>	30 Credits
<b>Unit Type</b>	Subject (Compulsory)

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Formal Planned learning & teaching delivery (Hybrid)	90	Independent Study	140
Supervised access to resources on campus (Hybrid)	0	Preparation for Assessment	20
		Unsupervised Access to Resources	50
<b>Total</b>			<b>300</b>

## Unit Description

This unit will introduce you to animation practice, through effective timing and spacing within a series of short exercises in both 2D and 3D techniques. You will learn the fundamental skills, including the key principles and workflows needed for animation including referencing, blocking and spline animation, laying the foundation for future units entailing more advanced animation skills.

Students will be taught in both 2D and 3D software applications to explore the different pipelines and workflows between the two. Allowing students at an early stage to understand each and potentially choose their preference throughout the course until their final year.

The unit will also be supported with a series of life drawing classes, to help reinforce the importance of observation and reference. Quick sketches will be the emphasis, looking at strong posing and flow lines to help communicate weight and movement. (Please note for purpose of Hybrid delivery and the current situation these classes may be conducted on line)

Students will also document their progress and research in the form of a blog throughout the unit, to help them reflect and evaluate their findings for final submission.

### Hybrid Delivery

Hybrid is commonly used to describe courses in which some traditional face to face teaching has been replaced with online learning activities.

The purpose of hybrid delivery is to take advantage of the best features of both online and face to face learning. This unit will however be taught fully online throughout the term. If necessary, resources will be available in the building for students to access.

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

- Introduction to animation workflows and principles.
- Identifying appropriate research.
- 2D technical workshops.
- 3D technical workshops.
- Life drawing classes.
- Communicating ideas and reaching a basic level of professionalism.

### Unit Aims

- To research and understand the application of animation techniques.
- To enhance your animation skills through the use of different software.
- Demonstrate a range of experimentation and development tests.
- To work professionally, meeting deadlines and managing realistic targets.
- Show effective communication skills on a range of levels.

## Unit Learning Outcomes

*(to be selected from the Mini Manual)*

### 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 3 Development/Prototyping

Demonstrate a range of tests and solutions, informed by knowledge of the principles of the creative process.

**Related Principle: INTEGRATE**

### LO 5 Presentation /Storytelling For Influence

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

**Related Principle: ADVOCATE**

### LO 7 Employability

Evidence nurturing professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

**Related Principle: CULTIVATE**

## Learning and Teaching Methods

We will deliver our courses using a hybrid approach – however for this unit, it will be taught fully online using the below:

- Briefings - Online (Unit leader – Synchronous)
- Lectures - Online (Course team - Synchronous)
- Seminars - Online (Course team – Synchronous and Asynchronous)
- Workshops - Online (Course team – Synchronous and Asynchronous)
- Tutorials Online (Asynchronous)
- Self-Directed Study – Online or booked access Physical Resources as required

## Assessment methods and tasks

### *Brief description of assessment methods*

*Formative assessment* will be held half way into the unit. This will be a one to one session with your tutor discussing your progress online.

*Summative assessment* will be graded with written or audio feedback on your final submission/s which will be uploaded using Moodle and Google drive.

<b>Assessment tasks</b>	<b>Weighting (%) (one grade or multi-grade unit)</b>
A development blog. (Online)	100% (all work marked holistically)
Final pieces of animations relevant to each exercise. (Online)	

## 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. This should be written in line with the Learning Outcomes, the purpose and aims of the unit.*

- Evidence of research and reference used to inform animation principles. (LO1)
- Demonstrate testing and planning to show development and workflows across different mediums. (LO3)
- Effective presentation of work through communication and in both written form and visual. (LO5)
- Evidence of professionalism. (LO7)

## Essential Reading list

1. Williams, R. (2009) *The Animator's Survival Kit*. London, Faber & Faber
2. Luhta, E. and Roy, K. (2013) *How to cheat in Maya 2014*. Burlington, MA, Focal Press.

3. Whitaker, H. and Halas, J. (2002) Timing for animation. Oxford, Focal.
4. Mattesi, M. (2017) Force: Dynamic Life Drawing. Florida, CRC press.
5. Thomas. F. and Johnson O. (1997) The Illusion of Life. New York, Abbeville Press.
6. Parr, P. (2016) Sketching for Animation. London, Bloomsbury.

Further reading and resources will be identified in your Project Brief