

**PART A: GENERAL INFORMATION**

<b>1. Module Title</b>		Computer Animation – Advanced (3D) EXAN5002
<b>2. School</b>		Escape Studios
<b>3. Level</b>		5
<b>4. Total Credits/ ECTS Value</b>		30 (15 ECTS)
<b>5. Total Synchronous Contact Hours</b>		90
<b>6. Programme(s) to which the Module Contributes</b>		BA/MArt The Art of Animation (3D)
<b>7. Related Modules</b>	<b>Pre-requisites</b>	None
	<b>Co-requisites</b>	None
	<b>Post-requisites</b>	None
	<b>Excluded Combinations</b>	None
<b>8. External Accrediting Body (If applicable)</b>		N/A
<b>9. Modes of Study</b>		Full-time
<b>10. Delivery Site(s)</b>		Escape Studios, London

**PART B: MODULE LEARNING OUTCOMES****11. Learning Outcomes**

On successfully completing the module students will be able to:

**Demonstrate Knowledge & Understanding of...**

1. The theory, processes and techniques involved in the creation of 3D 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 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 technique

**Demonstrate Subject Specific Skills in...**

6. Using industry standard 3D 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

**Demonstrate Transferable Skills in...**

9. Working to meet individual and group objectives
10. Designing, planning and delivering a project that can adapt to meet a strict set of industry objectives within time and in technical budget
11. Communicating and presenting to a variety of audiences in a technical and creative context

**PART C: RATIONALE AND DELIVERY**

**12. 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

Indicative topics include:

- 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

**13. Learning and Teaching Methods**

The module follows the Craft module model, with practical tutor-lead sessions in studio being the primary mode of delivery. In these sessions students are introduced to theory in the context of exercises, building their knowledge and understanding alongside their intellectual and practical skills.

**14. Contact Hours**

Module Credit Value	Scheduled Learning Activities	Guided Independent Study	Total Learning Hours
30 credits	Skills sessions (54 hours) Studio time (36 hours)	Preparation for classes, guided research, assignment preparation and development (210 hours)	300 hours

**15. Assessment Methods****Formative Assessment**

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during the contact hours.

**Summative Assessment****Assignment 1: Individual Animation Project (75%)**

Approximately 6 weeks of development work.

**Assignment 2: Presentation (25%)**

Approximately 15 minutes

**Re-sits**

Students who fail this Module will be permitted to submit revised assessment components in accordance with the Academic Regulations

**16. Map of Module Learning Outcomes to Learning, Teaching and Assessment Methods**

Learning outcome	1	2	3	4	5	6	7	8	9	10	11
Learning/ teaching											
Skills Sessions	X	X	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X	X	X
Assessment method											
Individual Animation Project	X	X	X	X	X	X	X	X			
Presentation									X	X	X

**17. Indicative Reading List**

This is an indicative list, correct at the time of publication. Reading lists will be published at least annually.

- Mattesi, M., 2021. FORCE: Animal Drawing: Animal locomotion and design concepts for animators. CRC PRESS
- Williams, R., 2009. The animator's survival kit. London: Faber and Faber
- Blair, P., 2020. Cartoon animation. Walter Foster

## MODULE SPECIFICATION

- 3D World, Future Publishing
- Digital Art, IDG Communications

### **18. Inclusive Module Design**

The College recognises and has incorporated 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 relevant policies and support services. Furthermore, the module design has sought to embed inclusive curriculum content.

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