

BA (Hons) Animation

Production



ARTS UNIVERSITY BOURNEMOUTH

Programme Specification

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PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Animation Production** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and the online Unit Information.

| <u>Key Course Information</u> | |
|--|---|
| Final Award | BA (Hons) |
| Course Title | Animation Production |
| Award Titles | BA (Hons) Animation Production |
| Teaching institution | Arts University Bournemouth |
| Awarding Institution | Arts University Bournemouth |
| Offered in the School of | Bournemouth Film School |
| Professional accreditation | None |
| Length of course / mode of study | 3 Years full-time |
| Level of final award (in FHEQ) | Level 6 |
| Subject benchmark statements | Art and Design Communication, Media, Film and Cultural Studies |
| UCAS code | W615 |
| Language of study | English |
| External Examiner for course: | Ellie Land Northumbria University |
| <i>Please note that it is not appropriate for students to contact external examiners directly.</i> | |
| Date of Validation | 2004 |
| Date of most recent review | 2019 |
| Date programme specification written/revised | September 2022 |

Course Description

BA (Hons) Animation Production provides the technical and creative skills required by professional animation practice. Through a combination of practical and theoretical assignments, the course develops an understanding of animation as an expansive visual language that has multiple creative applications. Its expressive outcomes can challenge the expectations of realist image-making and broaden our understanding of cinema. Animation exists at the heart of emerging moving-image technologies and production contexts, and the course provides a core set of

animation skills to allow participation in multiple areas of traditional and new production processes.

The course believes strongly in the ethics of teamwork and the creation of a collaborative community of practitioners working in a studio-based environment. In this environment the discipline of drawing is a core learning and teaching tool, and an intensive drawing programme informs image-making in multiple animation techniques, including 2D hand-drawn, stop-motion and 3D computer animation.

Working alongside specialist tutors and industry professionals, the course offers opportunities to develop animation practice in a range of contexts – including work-related learning, exchanges with other academic institutions, and collaborating with other courses in the creative environment at AUB.

The course connects the practice of animation to its critical and theoretical contexts, exploring both historical and conceptual underpinnings of contemporary production paradigms. By engaging both animation scholarship and practice, the course helps build a critical awareness of practical skills. This helps practitioners realise their full potential both as independent artists, and also as integral parts of a production team.

Through its collaborative, production-based approach, the course builds stamina and resilience required by professional activity and helps develop a standard of expertise in preparation for entry into professional practice or postgraduate study. It seeks to create a deeper understanding of the dynamics of teamwork through practical studio experiences. In doing so, it aims to produce culturally aware and socially able practitioners who are valued in a professional environment, and who will positively contribute to the future development of animation as a creative practice.

Course Aims

The course aims to:

1. To provide opportunities for acquiring coherent and detailed knowledge of different animation techniques (2D, 3D computer animation, and stop-motion) within a collaborative, production-based context
2. To develop strong observational drawing skills that inform the analysis of image-making in multiple parts of an animation process
3. To develop knowledge and critical understanding of the relationship between the practice, theory and history of animation in order to enhance career opportunities or for post-graduate study
4. To develop research and presentation skills in practical and written work that enhance analytical, intellectual and aesthetic awareness of the discipline
5. To develop professional competence and understanding of project management, and promote an understanding of roles and responsibilities within a team framework
6. To provide opportunities for self-directed learning and critical self-evaluation in formulating effective solutions to challenges posed by productions

7. To develop skills as a socially able practitioner who has the ability to respond to the changing nature of animation practice and its expansion into multiple areas of media production.

Course Outcomes

By the end of the course you will be able to:

1. Demonstrate coherent and detailed knowledge of a particular animation technique within a collaborative, production-based context
2. Demonstrate personal skills in observational drawing that informs the analysis of image-making in multiple parts of an animation process
3. Confidently articulate knowledge and critical understanding of the relationship between the practice, theory and history of animation
4. Demonstrate research and presentation skills to express analytical, intellectual and aesthetic awareness of the discipline
5. Demonstrate professional competence and understanding in project management, and evidence an awareness of roles and responsibilities within a team framework
6. Demonstrate the ability to critically self-evaluate progress and performance in the formulation of solutions to challenges posed by productions
7. Demonstrate the ability to be a highly skilled and socially able practitioner who has the ability to respond to the changing nature of animation practice and its expansion into multiple areas of media production.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement:
 - *Art and Design*
 - *Communication, Media, Film and Cultural Studies*
 - Framework for Higher Education Qualifications (FHEQ)
- AUB Regulatory Framework and Undergraduate Assessment Regulations

Learning and Teaching Strategies

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increasing opportunities for independent study in the later stages of the course.

Teaching is directed at supporting individual engagement in learning, alongside opportunities to work in teams, which enables learning the value of peer cooperation.

The integration of theory and practice within animation study units is promoted and reinforced through a team-teaching approach, bringing together theoretical studies and specialist studies tutors.

The progressive promotion of independent learning reflects an anticipated evolution of learners, where learning experiences are increasingly directed towards individual goals. The teaching in Level 4 is directed at providing the knowledge, concepts and skills to take increasing responsibility for the management of individual learning; this is a key element of the student-centred approach taken at Levels 5 and 6 and preparation for life in the work-place.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one to one tutorials. It is important that you engage with on-line course delivery in the same way that you would if you were on campus.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available through the online Unit Information.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. Details of this will be clearly expressed on the Unit Information Sheet. All other units will be given a percentage mark.

The final mark for each unit will be recorded on your formal record of achievement (transcript). With the exception of the pass/fail unit, each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If you have joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only your unit marks at Level 6.

For further information on assessment, progression, awards and classifications, please visit <https://aub.ac.uk/regulations>

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University following successful completion of the first year of your course.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University following successful completion of the second year of your course.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University wanted to create a curriculum that reflected its values and ethos. It should prepare you for the future not only in enabling you to have a successful career, but we also want to empower you with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. We have drawn from the United Nations Sustainable Development Goals (SDGs) (<https://sdgs.un.org/goals>) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equalities Diversity and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

Course Content

This course aims to develop skills and abilities required for animation production processes, to enhance career opportunities in the animation and related industries. Encouragement of analytical skills and research furthers an appreciation of the relationship between practice, theory and history of animation. The course takes an integrated approach to the history and theory of animation practice, where an understanding of historical developments and modes of representation in an animation context is brought into an active relationship with practical production activity.

The course develops an ability to communicate and to use effective presentation skills. Alongside the development of professional management competence, the course aims to enhance visual and literary capabilities, and the ability to resolve production problems.

The skills developed on this course are accompanied by general transferable skills which can be used in a range of applications, such as character design, layout and background design, 2D, Stop-Motion and 3D computer animation, and animation for VFX.

The promotion of self-directed learning and an ability to critically evaluate individual work and that of others is fundamental to this team-based production course.

Beginning at Level 4 students are introduced to professional roles and responsibilities by applying their fundamental skills in a collaborative project. At level 5 this training is enhanced by focusing on professional roles within particular animation disciplines, either 2D, CG or Stop-Motion. Students are also given the opportunity to engage in external projects and tutor-led collaborative briefs that simulate professional practices. At Level 6 students work collaboratively as a production team, adopting industry-recognised roles to produce final graduation projects.

Level 4

At this level, students are introduced to knowledge of the underlying concepts and principles associated with animation and develop an ability to evaluate and interpret these within a collaborative production context. Students are introduced to the fundamental technical and technological disciplines of animation processes through a series of practical workshops, lectures and seminars. The fundamental principles of animation are taught through a series of practical 2D animation exercises alongside workshops in stop-motion and 3D computer-generated animation, thereby allowing students to develop an ability to evaluate the appropriateness of different approaches to solving problems related to their work.

A final collaborative project introduces an understanding of professional experiences with a focus on 'soft-skills' and 'transferable skills' for the workplace such as skills in communication (verbal, visual and written); an ability to apply knowledge to new situations; critical reflection and self-evaluation; an ability to research, evaluate and analyse information; team-working; and higher-level problem solving. It introduces knowledge of professional roles and the timescale of a commercial brief, helping develop abilities in organisation and time management.

At this stage, technical and technological processes are complemented by the rigorous development of drawing ability, informed by an analytical and interpretive approach to observational drawing in a variety of media and techniques. The initial exposure to fundamental techniques and essential technology helps develop a visual and technical language necessary for progression through subsequent units at Levels 5 and 6.

Historical and theoretical written assignments are embedded within practice-based units, allowing students develop essential research and study skills in relation to their practical activity. This helps them develop an ability to develop lines of argument and make sound judgements with basic theories and concepts of their study. Working collaboratively to apply skills in a production context helps to develop transferable skills and a sense of personal responsibility as a practitioner.

Level 5

At this level, students develop knowledge and critical understanding of the different roles needed in a collaborative production process by working both independently and as part of a team. Students will build on skills developed at Level 4, applying underlying concepts and principles both in a production context that reflects best professional practice, but also outside the immediacy of a commercial film-making paradigm. This includes an introduction to a range of commissioning criteria, pitch formats and forums, as well as alternative funding and exhibition opportunities. It also allows possible application of animation processes as part of a collaborative brief with other AUB courses or external clients. Students learn in more detail about the animation process, developing a more advanced knowledge of what sequential steps are required to produce animation from conception to post-production. Students work collaboratively to build their understanding of how to work well in teams, and also have the opportunity to develop skills independently in a particular animation technique, thereby developing a critical awareness of different approaches to production.

Alongside practical workshops in animation that develop existing skills and new competencies, a rigorous drawing programme continues to advance a range of established techniques in visualisation. Drawing is deployed as research tool to initiate and undertake critical analysis of a production brief and to explore the limits of knowledge in a production process. A deeper critical knowledge of particular techniques forms a link to professional development planning, which also includes the potential for work-related learning or overseas study visits.

Written assignments are embedded within practice-based units and allow students to actively interrogate the cultural context of their area of study. This gives students the opportunity to develop ways of communicating their findings in a variety of forms,

both practical and written, deploying key techniques of research and critical analysis in a variety of ways.

Visualisation skills are developed in relation to pre-production activities for a proposed graduation project, and students work independently or collaboratively to develop storytelling and design skills in preparation for a production process at Level 6. A level of professionalism and organisation is evidenced in the preparation of a 'pitch', which is consistent with professional practices.

Level 6

At this level, students develop a systematic understanding of key aspects of a collaborative animation production process, including the acquisition of coherent and detailed knowledge of a particular animation technique. Following the development of production design skills at Level 5, students apply established techniques of analysis and enquiry in a collaborative project, taking a concept from its design stages through to final production. The diverse nature of the productions and the variance in the dynamic of each team requires tailored tutor guidance specific to each individual production.

Guidance on formation of teams, negotiation skills and team working skills will be further enhanced with set sessions throughout the team-based units and within the production schedule. Student learning is managed through a Learning Agreement, where distinct production roles and learning aspirations are defined. At Level 6 students work more independently to manage their own learning and are required to critically evaluate challenges posed by the production, and formulate appropriate solutions based on best professional practice. Students are assessed on their individual contribution to this collaborative project.

Through their written Investigative Study students engage in research activity, making appropriate use of literary and audio-visual resources in exploring the conceptual limits of their discipline.

Individual research activity also takes the form of Portfolio Development, where students investigate an area of contemporary practice relevant to their career ambitions. They have the opportunity to exercise initiative and personal responsibility in developing a portfolio appropriate for pursuing post-graduate study or initiating professional practice. This unit develops soft skills and transferrable skills relevant to professional practice, including verbal and written skills, portfolio presentation and interview skills, and communication skills, including the ability to build a positive relationship with clients, time-management skills to work to a set brief that reflects industry expectations, and the ability to communicate effectively with practitioners within the field of animation to allow for successful networking opportunities.

Course Units

| Unit Code | Unit Title | Credit Weighting |
|------------------|-------------------------------------|-------------------------|
| Level 4 | | |
| ANP487 | Fundamentals of Animation | 40 |
| ANP488 | Staging and Performance | 40 |
| ANP489 | Translating Animation Principles | 40 |
| Level 5 | | |
| ANP561 | Development of Production Skills | 40 |
| ANP562 | Advanced Drawing | 20 |
| ANP563 | Production Research and Development | 40 |
| ANP564 | Drawing as Research | 20 |
| Level 6 | | |
| ANP661 | Pre-Production | 20 |
| ANP662 | Investigative Study | 20 |
| ANP663 | Major Project | 60 |
| ANP665 | Portfolio Development | 20 |

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|--|---|---|---|---|---|---|---|---|----|---|----|----|----|----|----|----|----|----|----|--|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Induction week | Autumn Term | | | | | | | | | | Spring Term | | | | | | | | | | Summer Term | | | | | | | | | |
| | ANP487 Fundamentals of Animation Weeks 1-10 (40 credits) | | | | | | | | | | ANP488 Staging and Performance Weeks 11-20 (40 credits) | | | | | | | | | | ANP489 Translating Animation Principles Weeks 21-30 (40 credits) | | | | | | | | | |

| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | ANP561 Development of Production Skills Weeks 1-16 (40 credits) | | | | | | | | | | ANP563 Production Research and Development Weeks 13-30 (40 credits) | | | | | | | | | | | | | | | | | | | |
| | ANP562 Advanced Drawing Weeks 1-16 (20 credits) | | | | | | | | | | ANP564 Drawing as Research Weeks 13-30 (20 credits) | | | | | | | | | | | | | | | | | | | |

| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|---|--|----|----|----|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Autumn Term | | | | | | | | | | | Spring Term | | | | | | | | | | | Summer Term | | | | | | | | |
| ANP661 Pre-Production Weeks 1-12 (20 credits) | | | | | | | | | | | | ANP663 Major Project Weeks 13-30 (60 credits) | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | ANP662 Investigative Study Weeks 5-18 (20 credits) | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | ANP665 Portfolio Development Weeks 9-30 (20 credits) | | | | | | | | | | | | | | | | | | | |

Reference list

The following is a selection of indicative resources that are relevant to the course. All students are encouraged to make full use of the print and electronic resources available to them through the AUB Library. Essential reference material will be identified within specific unit documentation on myaub and revised annually.

These titles are indicative and updated lists will be provided during the delivery of the course.

Animation

- Blair, P. (1994). *Cartoon animation*. Laguna Hills: Walter Foster Publishing.
- Byrne, M. (1999). *Animation: The Art of Layout and Storyboarding*. Lexlip, Co. Kildare: Mark T. Byrne.
- Furniss, M. (2007). *Art in Motion: Animation Aesthetics*. Eastleigh: John Libbey.
- Goldberg, E. (2008). *Character animation crash course*. Silman-James Press, U.S.A.
- Hooks, E. (2011). *Acting for animators*. [ebook]. Portsmouth: Heinemann.
- Thomas, F. and Johnston, O. (1995). *Disney Animation: The Illusion of Life*. New York: Hyperion.
- Wells, P. (1998). *Understanding Animation*. [ebook]. London: Routledge.
- Whitaker, H. and Halas, J. (2009). *Timing for animation*. [ebook]. London: Focal Press.
- Williams, R. (2009). *The Animator's Survival Kit*. London: Faber.

Drawing

- Barrett, R. (2013). *Life Drawing: how to portray the figure with accuracy and expression*. [ebook]. Georgetown : Northlight Books.
- Hultgren, K. (1993). *The art of animal drawing*. London: Constable.
- Vilppu, G. (1994). *Drawing manual*. Idaho, Vilppu Studio Press.
- Wells, P. Quinn, J and Mills, L. (2008). *Drawing for animation*. [ebook]. Switzerland: AVA Publishing.

Film/Media

- Bal, M. (2009). *Narratology: introduction to the theory of narrative*. [ebook]. Toronto: University of Toronto Press.
- Barnwell, J. (2004). *Production Design-architects of the screen*. Wallflower Press.
- Ettegui, P. (1999). *Production design and art direction*. Hove: Rotovision.
- Gibbs, J. (2002). *Mise-en-scene*. [ebook]. Wallflower Press.
- Katz, S. (2011). *Film directing shot by shot*. [ebook]. Focal Press.

Visual Culture

- Berger, A. (1997). *Narratives in popular culture, media, and everyday life*. [ebook]. London: Sage.
- Barnard, M. (2001). *Approaches to understanding visual culture*. London: Palgrave.
- Strinati, D. (2004). *An introduction to theories of popular culture*. [ebook]. London: Routledge.

Other resources:

Thousands of e-journals can be accessed online through the library website www.aub.ac.uk/library, physical copies of journals are also available in the library, a selection of resources specific to the course are listed below;

Journals:

Animation: An Interdisciplinary Journal (paper and e-subscription via Library)
Animation Journal (paper subscription via Library)
Animation Magazine (paper subscription via Library)
Animation Practice, Process & Production (paper and e-subscription via Library)
Cinefex (paper subscription via Library)
Character Design Quarterly

Library resources:

Art and Architecture Source
Box of Broadcasts
FIAF International Index to Film Periodicals.
Film Index International
Performing Arts Periodicals Database
Journal of Media Practice
JSTOR
Kanopy
Lynda.com
New Cinemas
Newsstand
Project Muse
Sight and Sound – via Performing Arts Periodicals Database
Shots
Stack

Web resources:

Animation Studies Online Journal - <http://journal.animationstudies.org/>
Animation World Network - www.awn.com
Cartoon Brew - <http://www.cartoonbrew.com/>

