

Unit 9: Developing Animation

Unit reference number: T/505/1501

QCF Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit has been designed as introduction to animation. It aims to develop learners' knowledge of animation styles and techniques and to enable them to develop basic skills for animation techniques.

Unit introduction

Animation production is a significant activity in the media sector, in television programmes, but also on the internet and in the computer games industry. While computer-generated animation is now very popular, traditional techniques such as stop frame animation are still widely used.

Learners may be introduced to a number of animation techniques but should focus on one specific technique for the production of an animation sequence. Learners will experiment with a range of animation techniques from Flipbook to Flash. They will be able to produce a short animation sequence.

Essential resources

Centres could offer research resources in the form of relevant books, videos and internet access on technique, history and contemporary practices.

Learners should have access to adequate production equipment. This may take the form of a traditional rostrum with film or video recording and suitable audio facility or of appropriate computer software packages.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know animation styles and techniques	1.1	Describe styles used by different animators	<ul style="list-style-type: none"> • <i>Styles:</i> e.g. traditional hand drawn, stop motion, computer generated • <i>History of animation:</i> past animation; current animation • <i>Techniques:</i> types, e.g. flip book, filmstrip, time lapse photography, sequential photographs, movement, drawing, collage, index cards, cut-out animation, cell animation, mark making on film, collage
		1.2	Identify techniques used by contemporary animators	
2	Be able to develop ideas for an animated sequence	2.1	Collect information from different sources to generate ideas	<ul style="list-style-type: none"> • <i>Sources:</i> e.g. stories, drama, pictures, shapes, animals •
		2.2	Develop ideas for an animated sequence	
3	Be able to produce materials for an animated sequence	3.1	Plan to produce an agreed animated sequence	<ul style="list-style-type: none"> • <i>Ideas:</i> audience; story, e.g. simple, comic, dramatic, children's, fairytale adaptation; methods e.g. thoughtshower, gather visual references, drawings, thumbnail sketches • <i>Develop a character:</i> types, e.g. human, non-human, roles, behaviour, voice • <i>Plan:</i> idea; materials; techniques; storyboard; timescales • <i>Use appropriate techniques:</i> techniques, e.g. cut-outs, drawings, painting, mixed media, stop frame, digital photography, photocopied, software, sound, music, SFX, voice over • <i>Materials:</i> e.g. paints, drawing materials, cut-out shapes, software, computer, digital camera
		3.2	Produce materials for the agreed animated sequence	

Learning outcomes		Assessment criteria	Unit amplification
4	Be able to review own work	4.1	Collect feedback on work from different sources
		4.2	Review aspects that went well
		4.3	Review aspects that could be improved
			<ul style="list-style-type: none"> Collecting feedback: asking questions; listening to others; feedback from peers, from tutor Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is intended as an introduction to animation and to encourage some creative expression whilst developing a limited understanding of a few of the practical applications in animation products.

The unit could be taught through a variety of activities. Short introductory practical exercises might include the production of storyboards, cut-outs, simple flipbooks, etc. Various animation techniques can be underpinned with screenings of professionally produced examples in advertising, music videos, film. Discussion of examples should concentrate on the animation method employed and demonstrate the way in which the animation has been constructed, whether it be cell, cut-outs, mixed media, stop frame, etc.

Animation is a time consuming business and this unit is an introduction to animation. Simple animation could be achieved and simple animation techniques such as flipbook.

Lectures and discussions should be incorporated into the programme as time and resources allow.

Where possible, outside visits could include animation studios, festivals and cinema screenings.

Learners should be encouraged to investigate a range of animation styles to give a basic awareness of the range of animation styles in existence. For example, they could investigate styles, content and techniques. To introduce the learners to animation they should first explore the simplest forms. They should understand the importance of preparation to animation. Learners should produce materials in preparation for an animated sequence. They should communicate a clear idea of style and technique intended for the final animation. A short animation sequence will not be an impossible task for learners given the development of technology and techniques in animation.

Learners should show their animation sequence to an audience in order to gather feedback. This feedback will inform their review of their own work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – different animation styles.
Learner investigation into professional work. Presentation of learner findings. Learners describe styles and techniques used by different animators. (learning outcome 1)
Practical workshops in different animation techniques, including some screenings. Learners generate ideas from different sources and develop an idea for a specific animation. (learning outcome 2)
Introduction to assignment – in small groups animate a scene from an animation, for example, a children’s story. Assignment Task 1 – generating visual ideas for backgrounds and characters, deciding on techniques, script, storyboard. Assignment Task 2 – creating materials for animation. Depending on the techniques chosen this could include 2D paper puppets, clay models, a sequence of still photographs which could be imported into a programme such as Powerpoint or iMovie to produce a final digitised animated sequence. Learners present work for assignment. (learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners need to investigate the work of others in the field of animation. They should develop range of initial ideas for an animated sequence, and produce appropriate materials for an animated sequence. Learners will make appropriate comments about their own work. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of it and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners need to describe different styles used by animators and identify at least two techniques used by contemporary animators. Evidence could be in the form of an oral presentation supported by video examples of professional animators and techniques, or the form of a research file.

To achieve assessment criterion 2.1, learners must produce information collected from different sources with at least two ideas generated from this information for an animated sequence for 2.2. Evidence can be in the form of a research file.

To achieve assessment criterion 3.1, learners must plan an animated sequence which has been agreed with the tutor. This can be evidenced through appropriate pre-production documentation, through a discussion with a signed witness statement, or through completion of a proforma. The plan should include the idea, materials and techniques to be used, type of artwork and storyboard. To achieve assessment criterion 3.2, learners must produce materials for the animated sequence. This can be evidenced through appropriate documentation including screen grabs of their digital animations, layouts of cell animation, photographs of their claymation characters, through a discussion with a signed witness statement, or through completion of a proforma.

Evidence for assessment criterion 4.1 could take the form of a learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes. Observation sheets showing evidence of each member's contribution to group discussions should be retained.

Suggested resources

Books

Lord P and Sibley B – *Cracking Animation: The Aardman Book of 3D Animation* (Thames & Hudson, 2004) ISBN 978-0500511909

Shaw S – *Stop Motion: Craft Skills for Model Animation* (Focal Press, 2008) ISBN 978-0240520551

Websites

www.aardman.com	Aardman – a tour of the studio and showcase for Aardman's current offerings
www.anim8ed.org.uk	Online animation resource aimed at young people
www.awn.com	Animation World Network – an electronic monthly publication devoted to the art, craft and industry of animation, featuring intelligent news, reviews, commentary and opinion written by the leading minds in the field today.
www.pixar.com	Pixar – offers information on the different stages of production.