

# SM2288: INDEPENDENT ANIMATION PROJECT

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Independent Animation Project

### Subject Code

SM - School of Creative Media

### Course Number

2288

### Academic Unit

School of Creative Media (SM)

### College/School

School of Creative Media (SM)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course wants to give the possibility for the students to practice their animation knowledge and develop their own animation projects, both are important for their portfolio and therefore for their future career. Although students can

produce short animation sequences in most of the animation courses, usually to only possibility to produce an animation entirely on their own idea is just their Final Year Project. In this course students can develop their own animation project with the supervision of the course leader, and can acquire practical and theoretical experience in producing short animation of their own.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Learning how to develop a project, how to make the necessary preparations.		x	x	
2	Confronting with the critics and ideas of other persons, learning how to build in other ideas into a project.		x		x
3	Experiencing how to calculate the timeframe of a project, how to change the original idea to fit to tight deadlines.			x	x
4	Develop an independent project alone or with few contributors.		x	x	
5	Conduct extra research on the subject in relation to one's own experience as a self-reflective process.			x	
6	Transform basic technical competence into a unique style or personal signature.			x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Make a presentation of the desired animation project.	1, 2, 5	
2	Group project	Work together with the course leader and - if it is necessary - a small group of students.	1, 2, 3, 4, 5	
3	Project	Develop a short animation based on own idea.	1, 3, 4, 6	

4	Lecture, Analysis report	Make a professional presentation of the finished animation project.	2, 4, 6	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in all aspects of coursework	1, 2, 5	30
2	Individual project and presentations	2, 3, 4, 5, 6	35
3	Individual effort in group project	2, 4	35

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

## 1. Participation and Performance

**Criterion**

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

**Excellent (A+, A, A-)**

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

**Good (B+, B, B-)**

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

**Fair (C+, C, C-)**

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

**Marginal (D)**

- Unmotivated to participate in class discussion or comment on other people's views
- Little pre-class preparation and familiarity with peer reports and other materials
- Poor ability in interpreting opinions

**Failure (F)**

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher

- No pre-class preparation and familiarity with peer reports and other materials
  - Minimal ability in interpreting opinions
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## **Assessment Task**

### **2. Project**

#### **Criterion**

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

#### **Excellent (A+, A, A-)**

- Work has strong affective quality and the articulation of personal styles and signature
- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Work raises questions and instill insights about the process of conception, creative strategization and production
- Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

#### **Good (B+, B, B-)**

- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

#### **Fair (C+, C, C-)**

- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

#### **Marginal (D)**

- Marginal appreciation of the aesthetic and expressive qualities of the medium
- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

#### **Failure (F)**

- No appreciation of the aesthetics and expressive qualities of the medium
  - Fail to create project/ work that demonstrate the processes of thinking and creative exploration
  - Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
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## **Assessment Task**

### **3. Presentation**

#### **Criterion**

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

#### **Excellent (A+, A, A-)**

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter

- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

**Good (B+, B, B-)**

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

**Fair (C+, C, C-)**

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

**Marginal (D)**

- Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

**Failure (F)**

- Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

**Additional Information for AR**

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

## Part III Other Information

**Keyword Syllabus**

Animation, independent project, group work, presentation,

**Reading List****Compulsory Readings**

Title	
1	P. Wells: The Fundamentals of Animation, AVA Publishing SA 2006
2	B. Purves: Stop-Motion, AVA Publishing SA 2010
3	P. Ratner: 3D Human Modeling and Animation, Overlook Press 2003
4	S. Roberts: Character Animation in 3D, Focal Press 2004
5	Jerry Beck: Animation Art, HarperCollins, 2004
6	Stephen Cavalier: The World History of Animation, Aurum Press Ltd, 2011
7	Greg Hilty and Alona Pardo: Watch Me Move, Merrell, 2011
8	The Animation Bible: A Guide to Everything - From Flipbooks to Flash, London (Laurence King), 2008
9	Julius Wiedermann: Animation Now! Taschen, 2004
10	Preston Blair: Cartoon Animation, Walter Foster, 1994
11	Richard Williams: The Animator's Survival Kit, Faber and Faber, 2004

### Additional Readings

Title	
1	Wells, Paul. Understanding Animation. New York: Routledge, 1998.
2	John Grant. Masters of animation. New York, NY : Watson-Guptill Publications, 2001.
3	John Halas. Masters of animation. London : BBC Books, 1987.