Access to HE unit

Unit title	3D Animation Production
Unit level	Three
Unit credit value	6
Unit code	WNI806
Unit type	Academic Subject Content
Unit review date	31/12/2028
Graded/Ungraded	Graded

This unit has 4 learning outcomes:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the principles of animation.	1.1 Identify the use of fundamental animation principles across a range of media. 1.2 Evaluate the use of the fundamental animation principles in a specific animation product or sequence.
2. Be able to use 3D animation software's to produce assets for a range of purpose.	2.1 Demonstrate ability to use 3D animation software's. 2.2 Produce a simple rigged asset for use in a 3D animation sequence. 2.3 Produce a complex rigged asset for use in a 3D animation sequence.
3. Be able to generate ideas for a 3D animated sequence for a specific purpose.	3.1 Create ideas for original 3D animated content to meet a specific purpose or need. 3.2 Create a storyboard outlining the proposed animated sequence.

	3.3 Plan the production of a 3D animated sequence.
4. Be able to create a 3D animated sequence for a specific purpose.	4.1 Create a 3D animated sequence using industry standard software. 4.2 Present a finalized 3D animated sequence to an audience.

Assessment (Graded)

1. Meets assessment criteria	At least a Pass
2. Further grading	
▪ Meets assessment criteria but not merit grading standards	Pass
▪ Meets assessment criteria and merit but not distinction grading standards	Merit
▪ Meets assessment criteria and distinction grading standards	Distinction

Indicative content

The following content is to be included in the delivery of the unit.

Learning outcomes	Indicative content
1 - Understand the principles of animation	Teaching could include an overview of the 12 principles of animation (Disney), followed by an overview of the various industries that 3d animation skills can serve. Animation media could include animation products for TV, 3d Animation based film, VFX sequences using animated assets, games products or other products or media using 3d animated assets. For AC1.1 – learners should be able to identify the use of individual principles across a range of media, and provide evidence in the form of annotated video clips or another suitable format. For each principle being discussed, learners should aim to evidence a suitable range of

	examples as to demonstrate understanding of use. For AC1.2 – Learners should focus upon a specific 3d animation product and discuss the use of animation principles; the selected product or sequence may not feature all of the listed principles, but should provide learners with an opportunity to discuss as many principles as possible.
2 - Be able to use 3d animation software's to produce assets for a range of purpose	Teaching could include industry specific techniques tailored towards a specific 3d animation outcome (e.g. games or feature films). It is advised that teaching instills core skills that can translate across differing software packages, and avoids reliance upon specific add-ons and plug-ins. Learners should be able to demonstrate an ability to work with both self-made and outsourced animation rigs, and showcase knowledge of the relationship between the differing components of an animation asset (Mesh, Skeleton, Control rig etc..). For AC2.2 and 2.3 – learners should be able to demonstrate knowledge of how to prepare a mesh for the rigging process – as the focus of the unit is 3d animation rather than modelling, learners can work with either self-produced or outsourced 3d geometry and texture sets. (This should be made clear in the learner portfolio, and any artists credited clearly). Assessment should focus upon the functionality of the asset from an animation perspective, and consider aspects such as successful mesh preparation, management of deformers / joint systems, skin weighting and range of motion, rig function and automation, and control rig usability.
3 - be able to generate ideas for a 3d animated sequence for a specific purpose.	Teaching could employ problem-based learning, with learners presented with a specific brief or use case for a 3D animated sequence that will require creative problem solving to resolve.

	Learners should be able to plan the production of an animated sequence accounting for time, budgetary and other constraints, showing a consideration for the needs of a client or target audience, and employ creative use of storyboarding convention to communicate the intended animation concept clearly.
4 - be able to create a 3d animated sequence for a specific purpose.	Teaching could focus upon facilitation of learner production, with tutors offering technical and critical support and art direction. Learners should be allowed freedoms to explore creative and technical solutions, but need to balance this freedom against pragmatic planning to meet with a set timeframe / client need. Providers may use industry based briefs, live client briefs, competition based briefs or other formats, with a set deadline and technical parameters clearly outlined. Learners may use self-produced animation assets, or properly sourced and credited pre-made assets. It is advised that the AC is assessing the application of animation principles, and using learner produced character rigs may limit the possible application of the principles due to lack of functionality Assessment should focus upon the communication of the intended animation concept/ script as outlined in the storyboard / planning stages, and the application of the 12 principles of animation.

Indicative content

The following content is to be included in the assessment of the unit.

Learning outcomes	Indicative content

Assessment methodology

The following assessment methods are suggested for the assessment of this unit.

- LO1 – Written report / Formal Presentation / Recorded Vlog
- LO2 – Portfolio / Online Blog /
- LO3 – Portfolio / Online Blog
- LO4 – Evidence portfolio + Formal Presentation