



## National Unit Specification: general information

**UNIT** Art and Design: Animation Skills (SCQF level 5)

**CODE** F5BT 11

### SUMMARY

This Unit is designed to allow the candidate to develop basic skills in producing and designing simple animation sequences for art and or design contexts.

This Unit is suitable for candidates who:

- ◆ are undertaking the study of computer animation skills for the first time
- ◆ wish to gain knowledge of the development of animation
- ◆ are working in art and design related areas.

### OUTCOMES

- 1 Research the development of animation.
- 2 Produce examples of basic animation(s) using traditional and computer techniques.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Art and Design: Animation Skills (SCQF level 5)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)
- ◆ Information and Communication Technology (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit specification.

## **National Unit Specification: statement of standards**

### **UNIT      Art and Design: Animation Skills (SCQF level 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Research the development of animation.

##### **Performance Criteria**

- (a) Identify and collate examples of traditional animation sequences.
- (b) Identify and collate examples of computer animation sequences.
- (c) Describe the development and use of traditional animation techniques.
- (d) Describe the development and use of computer animation techniques.

#### **OUTCOME 2**

Produce examples of basic animation(s) using traditional and computer techniques.

##### **Performance Criteria**

- (a) Create basic animation effects in traditional formats.
- (b) Create graphics and import into a selected computer animation programme.
- (c) Use computer and traditional animation techniques and methods effectively.
- (d) Use appropriate file management for computer animation(s).

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Art and Design: Animation Skills (SCQF level 5)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria

Candidates should produce a folio of work, which will include:

- ◆ Written and annotated examples of a minimum of two traditional and two computer animations sequences.
- ◆ An accurate description of the use of a minimum of two traditional and a minimum of two computer animation techniques that demonstrate their understanding of the development of animation.
- ◆ The creation of two basic animations (one traditional and one computer technique). The computer animation should demonstrate the candidate's ability to use and apply three of the basic features of selected software. The traditional animation should demonstrate an understanding of animation theory.

The evidence for all Outcomes should be produced under open-book conditions and gathered throughout delivery of the Unit.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Art and Design: Animation Skills (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit or as part of the National Progression award in Digital Media.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The purpose of this Unit is to enable the candidate to gain knowledge and understanding of the theory and techniques of animation. It is not the intention of this Unit for the candidate to complete a single animation sequence but rather complete two examples which demonstrates their understanding of both the traditional and computer animation process. This is an art and design Unit therefore it would be expected that each candidate would record all research and development work in a sketchbook style format.

#### Outcome 1

In the process of addressing the requirements of the Performance Criteria for this Outcome a range of art and design animation research sources should be used. This will enable the research of past and current practice and should encourage the candidate to look at a range of historical precedents in animation. The candidate's choice of research areas should be negotiated with the teacher/lecturer. This will allow for the exploration of a wide range of traditional and web based content including, for example:

- (a) Zoetropes — Winsor McCoy — Walt Disney — The NFB and Norman McClaren — East European Animation — Manga — Pixar
- (b) Flip books — persistence of vision — frame rates — stretch and squash — timing and motion — overlapping — staging — slow in and out — exaggeration
- (c) Cell animation — peg bars — key frames artist — in between frame artists — drawing techniques and skills — stop frame — claymation
- (d) Frame rates — key frames — onion skinning — tweening — drawing techniques — libraries — compression techniques — image file formats

#### Outcome 2

Having identified the wide range of styles and application of animation in the previous Outcome, this stage will encourage the candidate to consider and further explore the basic techniques involved in the hands on creation of an animation. Each area should be set as individual learning tasks; however they can also be combined into a larger animated sequence. Knowledge learned should be applied to enable the candidate to manipulate basic animation techniques in an experimental way.

## National Unit Specification: support notes (cont)

### UNIT Art and Design: Animation Skills (SCQF level 5)

This process should involve taking into consideration areas such as;

- (a) Computer drawing tools – bitmaps and vector images
- (b) Cell animation — peg bars — key frames artist — in between frame artists — drawing techniques and skills — stop frame — claymation
- (c) Frame rates — key frames — onion skinning — tweening — drawing techniques — libraries — compression techniques — image file formats
- (d) Importing images using the correct formats eg gif jpegs — file compression such as mpeg and flash compression formats — export formats and options such as quick time movies, DVD formats, flash movies

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit has been developed as a holistic learning experience where the theoretical knowledge in Outcome 1 will inform the practical activities of Outcome 2, therefore delivery of the Outcomes would be seen as sequential. The candidate will require individual access to the appropriate software and hardware throughout the Unit. In addition to this the candidate will also require the time and space to use traditional art and design materials.

#### Outcome 1

For this Outcome there should be a combination of teacher/lecturer centred investigation and candidate centred learning. This could include teacher/lecturer explanations and the identification of potential research areas and examples. The candidate should be encouraged to discuss, within their peer group their own research and findings.

#### Outcome 2

This Outcome is the application of the skills and knowledge gained from Outcome 1. This enables the candidate to consolidate and apply a theoretical and practical approach to learning, achieved through a series of small practical exercises and/or assignments, encouraging experimental use of hands on materials and resources as well as software packages to create different types of animation. Further teacher/lecturer demonstration of these applied skills would be of use to support the quality of the learning experience.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through participation in group discussion and critiques and in the research and description of traditional and computer animation.

Through the development and planning of traditional and computer animations the candidate may have opportunities to develop aspects of the Core Skill of *Problem Solving*.

Candidates may have opportunities to develop aspects of the Core Skill of *Information and Communication Technology* as this Unit reflects the identified need to develop and extend the use of technology to reflect industry expectations.

## National Unit Specification: support notes (cont)

### UNIT Art and Design: Animation Skills (SCQF level 5)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s).

As stated in the 'Guidance on Learning and Teaching Approaches for this Unit' that although holistic in its delivery the sequential nature of the Unit would make it possible to have two distinct time scales and approaches for assessment.

#### Outcome 1

The candidate would be expected to have identified a range of examples from each of the given Performance Criteria. This information could be interpreted orally and be based on a range of examples taken from the types of animation process and histories. The candidate should be encouraged to clearly identify both the aesthetic and technical issues associated with their chosen examples. Information could be recorded in the form of a sketchbook which will include both pictorial and text based evidence.

#### Outcome 2

The candidate should produce two animations which demonstrate they have achieved the requirements of all of the Performance Criteria to show appropriate knowledge and understanding of the Outcome. This should include product evidence of the candidate's ability to produce examples of short animations that demonstrate their understanding of theory and process. The candidate should be encouraged to document and develop all of their observations in a sketchbook.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).