



National Unit Specification: general information

UNIT Art and Design: Animation Project (SCQF level 6)

CODE F5C6 12

SUMMARY

This Unit is designed to allow the candidate to extend their applied understanding of designing, creating and developing online animation within the context of an Art and Design project.

This Unit is suitable for candidates who:

- ◆ have some basic knowledge of computer animation
- ◆ wish to gain applied knowledge in animation
- ◆ are working in art and design related areas

OUTCOMES

- 1 Research an animation project to a given brief.
- 2 Develop a range of ideas and solutions in response to a given brief.
- 3 Produce a finished animation in response to a given brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

**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.*

Administrative Information

Superclass: CE

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National Unit Specification: general information (cont)

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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)
- ◆ Information and Communication Technology (SCQF level 5)
- ◆ Problem Solving (SCQF level 6)

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

National Unit Specification: statement of standards

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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 an animation project to a given brief.

Performance Criteria

- (a) Identify the main requirements of the given brief.
- (b) Produce an outline plan for the activity.
- (c) Identify research areas with development potential.
- (d) Identify and select relevant resources.
- (e) Collate and present gathered research material.

OUTCOME 2

Develop a range of ideas and solutions in response to a given brief.

Performance Criteria

- (a) Select a variety of research material with identified development potential.
- (b) Develop a range of animation ideas and solutions in response to the given brief.
- (c) Use selected media and materials effectively.

OUTCOME 3

Produce a finished animation in response to a given brief.

Performance Criteria

- (a) Select a final idea or solution for production.
- (b) Identify and use appropriate software effectively to produce an animation.
- (c) Use appropriate and effective file management.
- (d) Present the finished animation.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have 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 that includes:

- ◆ a written or orally presented outline plan that identifies interim and final timescales for completion of the project, the identification of possible resources and inspiration for the project in response to the given brief.
- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the given brief.
- ◆ annotated sketchbooks and story boards which demonstrate the project development process. This will include a minimum of two distinct lines of enquiry which have been developed from the collated research material. The annotated comment should include justification of the design decision making process.
- ◆ an effective computer animation using appropriate graphics developed by the candidate in response to the requirements of the given brief. This final animation will be based on the candidate's critical selection of an earlier development line. The animation sequence should demonstrate the applied use of selected software features and correct file management.

The evidence for this Unit should be produced under open-book conditions throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

National Unit Specification: support notes

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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 for the candidate to gain both knowledge and understanding of the application of art and design practice within the context of computer animation. It is a computer animation project that should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing the brief; research and development stages before the production of a finished product. The animation project is set within the context of a given brief. This may take the form of a commercial motion graphic design brief or one that encourages self exploration and story telling.

Outcome 1

The research process will cover issues such as identification of the design constraints associated with a given brief. For example, who the client is; technical issues; the intended market and creative considerations. From this, clear aims and objectives can be identified. Evaluation of the brief should also help identify potential areas of research. For example, animators and other art or design activity. The process should also identify the kind of resources needed for the project. For example, a sketchbook, art and design equipment, internet resources, tutorial resources, appropriate software (image manipulation/generation software) and appropriate hardware (scanners, cameras etc).

Outcome 2

This Outcome will develop the candidate's skills and knowledge of how to generate and develop creative ideas. Emphasis should be placed on establishing good working practice through the use of sketchbooks. Through the use of techniques such as mind mapping the candidate could develop suitable areas of enquiry that will underpin the research and sketch development process. The candidate would be expected to produce storyboards of their animation ideas. This Outcome encourages the candidate to explore a range of ideas and possibilities in a computer animation project context, emphasis should be placed on the quality of both ideas and how they answer the given brief.

Outcome 3

This Outcome should develop the candidate's skills and knowledge in the technical production of a computer animation. It is the intention of this Outcome to allow the candidate to explore the use of simple animation software. The purpose of this Outcome is to allow the candidate to realise their ideas as working prototypes rather than finished web ready projects.

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As the candidate is expected to develop a project, a holistic approach should be taken for teaching and learning. However there is a natural sequence of development which has been reflected in the Outcomes.

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, to develop sketchbooks and storyboards.

Outcome 1

The candidate should be given a clearly defined task in the form of an animation project brief which should be prepared in advance by the teacher/lecturer. Research of the brief could include a combination of teacher/lecturer centred investigation and candidate centred learning. The candidate should be encouraged to discuss, within their peer group their own learning and engagement in the design/creative process.

Outcome 2

To help broaden the research possibilities for the candidate there could be teacher/lecturer lead discussions and presentations of examples of good practice in visual art and design. Development of ideas by the candidate could be a combination of facilitated investigation and candidate centred learning. For the candidate to develop story boards it could be expected that the teacher/lecturer would need to show and discuss examples of good practice.

Outcome 3

To enable the candidate to develop the necessary technical skills and knowledge for this Outcome there will need to be teacher/lecturer demonstrations and/or tutorials. The candidate should be encouraged to present and discuss, within their peer group, their finished project. This will develop, the candidate's increased understanding of their own learning and participation in the project development process within the context of peer learning.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through participation in group discussion, critiques and analysis of the given brief.

Through the development and planning of an animation sequence the candidate will 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* in their applied use of software packages and file management.

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

All evidence should be contextualised within the area of an art and design computer animation project and produced within the context of a given brief. Although there is a linear sequence for the delivery of the Outcomes, it is suggested that a holistic assessment of the project would be a suitable approach. This reflects the less than linear creative process that you would expect from the candidate in order to finish a successful art and design project.

Outcome 1

The candidate must demonstrate that they can identify the design constraints and issues arising from a given art or design brief. Ideally the candidate should be able to revisit this Outcome at any point during the Unit's delivery. This will allow for the development of critical thinking skills, evaluation and reflective practice.

Outcome 2

The candidate should produce appropriate illustrative and annotated research material in response to the given brief. The candidate should demonstrate their ability to develop a range of potential solutions to the given brief. This could be evidenced through drawing and/or collage techniques. All evidence for both the research and sketch development could be evidenced in a sketch or work book format. The candidate should produce storyboards that demonstrate how their creative solution will work in the finished animation sequence. This must be presented to an appropriate standard and can be either hand or digitally produced. To allow for reflective practice the candidate should be given the opportunity to visit this Outcome at any point during the delivery of the Unit.

Outcome 3

Using the appropriate graphic software the candidate will produce the content for their finished animation sequence. They must then demonstrate their understanding of computer animation software and their ability to use the correct file management for their finished computer animation.

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)*.

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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).