Cambridge TECHNICALS

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OCR LEVEL 3 CAMBRIDGE TECHNICAL
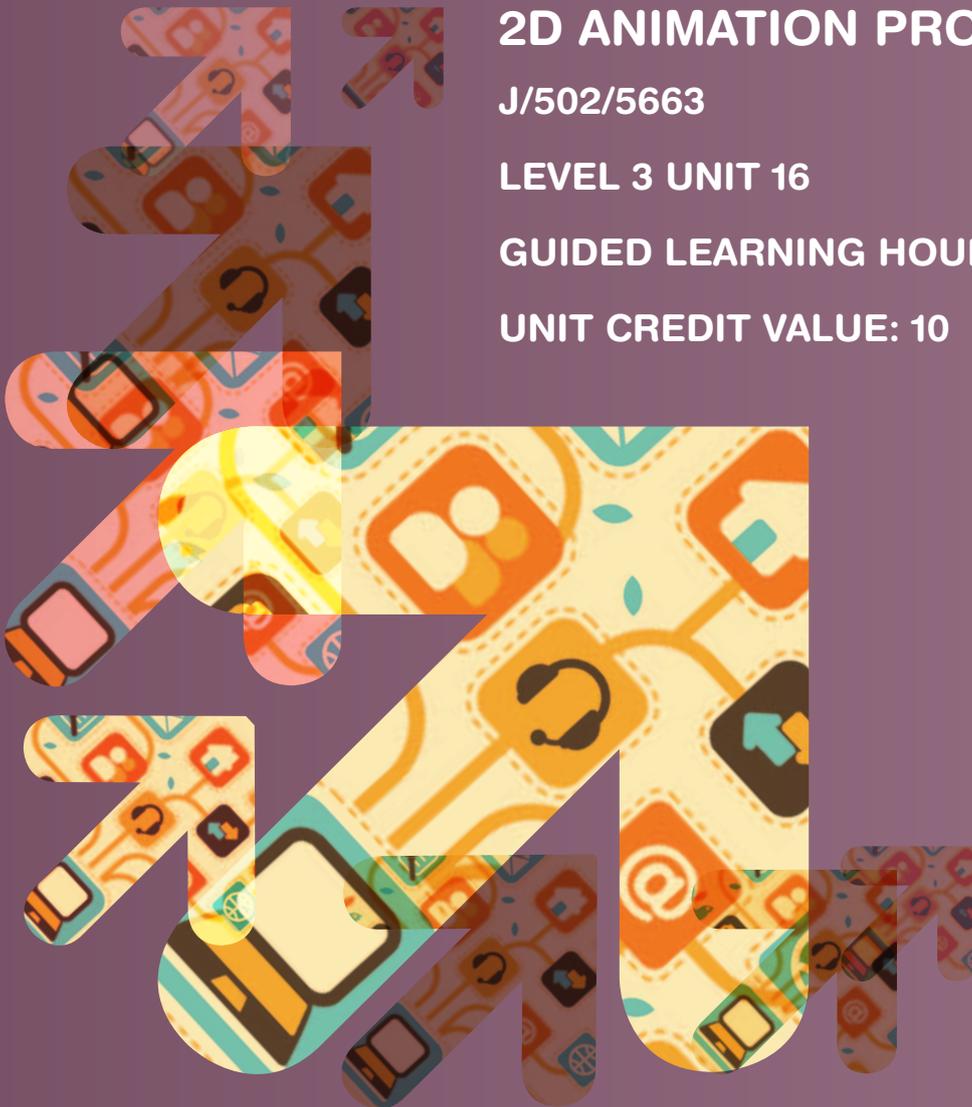## CERTIFICATE/DIPLOMA IN

IT

2D ANIMATION PRODUCTION

Y/502/5663

LEVEL 3 UNIT 16

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

2D ANIMATION PRODUCTION

J/502/5663

LEVEL 3 UNIT 16

AIM OF THE UNIT

This unit allows learners to develop skills in producing 2D animations using either traditional or digital methods or a combination of the two. Learners will work on the design, character, staging and narrative as well as working on overall production techniques. This unit will allow learners to gain an understanding of how animation is carried out in the wider world for entertainment and for commercial purposes and the importance of planning and reviewing their own work.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the techniques and development of 2D animation	P1 summarise accurately the techniques and development of 2D animation with some appropriate use of subject terminology	M1 identify how specialist techniques have impacted on approaches used in animation	D1 compare the different specialist techniques used by key animators when creating characters
2 Be able to devise a 2D animation with soundtrack	P2 generate outline ideas for a 2D animation with soundtrack working within appropriate conventions and with some assistance	M2 create annotated storyboarding ideas for a 2D animation with soundtrack	D2 create additional planning documentation for a 2D animation with soundtrack
3 Be able to produce a 2D animation with soundtrack	P3 produce a 2D animation with soundtrack with some assistance	M3 use advanced software functions to enhance 2D animation with a soundtrack	D3 justify how the use of enhanced functionalities has improved the animation
4 Be able to evaluate audience responses to own 2D animation work	P4 comment on audience responses to own 2D work with some appropriate use of subject terminology	M4 identify improvements to a 2D animation with soundtrack in response to audience feedback	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used , learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Understand the techniques and development of 2D animation

- animation techniques e.g. stop motion using camera, cel animation, CGI animation (using tweening, onion skin, layering, scripting, camera angles and lighting)
- developments in animation e.g. Joseph Plateau, Cel animation (Disney, Warner Bros., Hanna-Barbera), CGI developments.
- key animators e.g. Katsuhiro Otomo, Nick Park, Ed Catmull.

LO2 Be able to devise a 2D animation with soundtrack

- types of 2D animation e.g. time lapse, cut-out, stop motion, CGI
- storyboarding content
  - purpose
  - characters
  - background imagery
  - soundtrack/effects
  - script
  - storyline
- audience (e.g. age, gender, purpose, genre)
- additional planning techniques
  - bar sheet for soundtrack and timings
  - dope Sheet for instructions for animation/filming
  - log Sheet for running time and sequencing
- considerations e.g. frame rate, movement, perspective and soundtrack.

LO3 Be able to produce a 2D animation with soundtrack

- create the 2D animation (eg. multiple camera angles, movement, arcs, ease in and out, follow through and overlapping action)
- tools (e.g. frame rates, onion skinning, tweening, transitions, picture duration, rendering)
- test using a test plan/table.

LO4 Be able to evaluate audience responses to own 2D animation work

- feedback formats (e.g. discussions, focus groups, questionnaires using both closed and open ended questions).
- feedback topics
  - genre
  - content
  - characters
  - aesthetics
  - technical qualities.
- improve based on feedback.

DELIVERY GUIDANCE

Understand the techniques and development of 2D animation

Learners can be shown various different animations e.g. DVD, web based and through tutor led discussions identify how these have been produced. They should discuss the techniques used in producing 2D animation from early animations to more recent animations of varying types. They will be shown clips for example Mr Benn (for cut out animation), The Simpsons and Snow White (Cel animation), It would be beneficial for learners if possible to visit an animation studio or have a visiting speaker from the animation industry speak to them. Learners can be taught how key animators have used new techniques to create characters e.g. Pixar being formed due to lack of drawing skills, development of specialist software to create hair on animated creatures. They should also discuss how these specialist techniques have impacted on further developments within animations. Group research and feedback will enable a wider depth of understanding and consideration.

Learners should then be encouraged to investigate key animators within the sector and their particular styles. They should then identify how these animators have incorporated these specialist techniques to improve their animations or to develop a particular style.

Be able to devise a 2D animation with soundtrack

Learners must be taught about different planning methodologies including how to construct a storyboard, bar sheet (showing the relation between the on-screen action, the dialogue, and the music used), dope sheet (to give instruction on how the camera should shoot the animation), log sheet (details the running time and what should happen during that particular sequence) and what should be included in these. Group exercises to develop outline planning documentation which can then be discussed by the group widens the scope of considerations.

It may be possible to get examples of professional storyboards (these are often in extras on DVD's and though not web animation may give some indication of workings). Learners should be taught the possible formats that are available to them so that they can make informed decisions on the type of animation that will be produced.

Learners should be given scenarios and client briefs to enable them to create the storyboard with ideas and the inclusion of sounds. They should then review this documentation with others within the group, exchanging work to be checked against different brief to improve the quality of their storyboards before extending their planning documentation into bar sheets, dope sheets and log sheets.

Be able to produce a 2D animation with soundtrack

Learners should be taught how to construct different 2D animations using different techniques this will include stop motion/frame and digital animation using for example flash, clay animation. This should be using software that they have also been taught and had the opportunity to explore and practice on. Learners will be taught how to best light a scene, the use of props and the scene that the animation is set in, camera angles (points of view) the use of other characters within the animation. They must also be taught how to use sound to good effect within their 2D animation (sound track, effects, dialogue) and be shown how to overlay this onto the animation and synchronise sound to animation. They should create short animations to a storyboard and then present their animations to the group as the target audience for review and feedback. They should be shown how to construct a testing plan/table and should construct one based on the animation they have created looking at different areas such as smoothness of animation, frame rate, aesthetics, how appropriate the sound was to the animation and the syncing of the sound to the animation. Testing others animations is also good practice as it is unfamiliar to them.

Be able to evaluate audience responses to own 2D animation work

In addition to the verbal feedback that learners may have received on earlier developments, they must be taught how best to collect audience responses which should include how to construct a questionnaire (open and closed ended questions), how focus groups work, how best to form a discussion group (how to use tone of voice, best use of body language).

They must be taught about the areas to question e.g. suitability for audience (characters, storyline, and quality). Learners should discuss the best ways to report their findings e.g. how to present to an audience, how to write a good

report (layout, format), using oral feedback/presentation. Learners should then be shown animations that have been created professionally to identify who they think the audience were etc. They should then provide feedback based on these ideas. Learners should also review animations to gain a good understanding of how audiences will respond as they will need to be able to compare audience responses in order to see the differences between individuals when watching the same animation.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment Criteria P1, M1, D1

The assessment criteria P1 could be evidenced by the use of a report or presentation to summarise accurately the techniques and development of 2D animation learners should include at least two different techniques of creating an animation and how this is achieved in terms of hardware and software.

For merit criterion M1 learners should be identifying at least four specialist techniques that have developed in animation from the early days of animation up to the present day and how these have changed approaches to animation. This may be presented in the form of a report or presentation with screen captures or images to support the evidence.

For distinction criterion D1 learners should look at key animators in identified studios and the characters they have produced and compare how these specialist techniques have helped with the creation of characters. Learners could evidence using a report but should use appropriate and relevant terminology. Images may also support their comparisons.

Assessment Criteria P2, M2 and D2

Learners must generate outline ideas for a 2D animation with soundtrack which should be a minimum of 45 seconds in length and may be used to support the creation of an animation in P3. This should take the form of a storyboard (this can be either hand drawn or composed on a computer).

For merit criterion M2 the storyboard from P2 should be extended to include detailed annotations with no assistance and include sufficient detail that it could be followed by someone other than the learner to create the animation with soundtrack. They should discuss possible assets, intended audience including gender, genre, age, content, techniques to be used, and format.

For distinction criterion D2 learners should create at least one additional planning document to support their annotated storyboard which could be evidenced in the form of a bar sheet, dope sheet or log sheet.

Assessment Criteria P3, M3 and D3

For P3 learners must provide documentation that includes screen captures of the process they followed to produce the 2D animation with soundtrack. They should evidence that the animation is at least 45 seconds in length and include enough detail to enable a full visualisation of the whole animation and the tools and techniques that have been employed to create it. This could be in the form of a report. Learners should provide the animation with soundtrack as evidence. The animation could be based on their ideas for P2/M2/D2.

For merit criterion M3, learners should show that they have used advanced software functions to enhance their animation such as scripting, green screen (chromo keying), rendering. This may be an extension of P3 to include additional evidence, explanations and justifications and images or screen captures will also support this evidencing.

For distinction criterion D3 learners should justify how the use of enhanced functionalities has improved their animation. This may be an extension of M3 but should include clear justification for all the functionalities used.

Assessment Criteria P4, M4

This criterion can be evidenced through the learners recording of responses e.g. questionnaire responses which have been commented on following feedback from the audience. The learner should include the completed documentation and their analysis in a document which could be a report or a presentation with graphs and images.

For merit criterion M4 learners should use the audience comments and feedback to improve the 2D animation and evidencing how these changes have been made in a document which could be a report or presentation. Screen captures and explanations for the changes should be made.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 14   Computer animation

Unit 18   Web animation for interactive media

LINKS TO NOS

IM3   Prepare Assets for use in Interactive Media Products

IM6   Use Authoring Tools to Create Interactive Media Products

IM16 Plan Content for Web and Multimedia Products

IM24 Create 2D Animations for Interactive Media Products

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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