Accredited

Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN

MEDIA

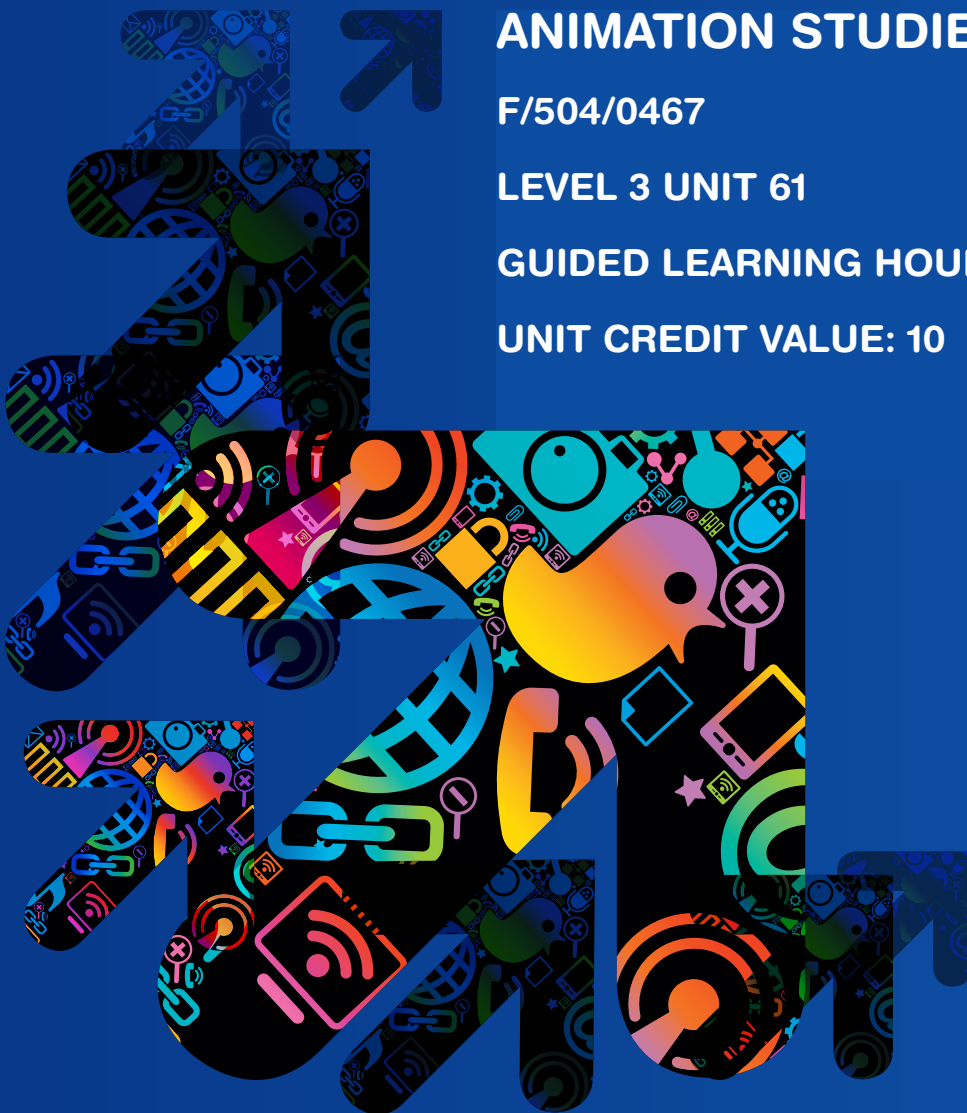**ANIMATION STUDIES**

F/504/0467

LEVEL 3 UNIT 61

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

ANIMATION STUDIES

F/504/0467

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand the animation industry and animation products. They will be able to design a new character to feature in their own planned animation.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	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 animation industry and its products	P1 Learners explore the animation industry through a focused case study of one animation company, including: a) company structure b) media applications c) types of animations d) regulatory bodies		
	P2 Learners analyse an existing animation product, including: a) genre b) individual animators c) production process d) narrative/storyline e) target audience f) characters/stars	M1 Learners analyse and compare a range of animation products produced by UK and international animation companies	
2 Be able to plan a new character for use in an animation	P3 Learners develop a new character for use in an animation, including: a) character profile b) character development c) competent final character design		D1 The character design produced by learners conveys the character's profile. Learners progress initial sketches to finished illustrations that show a range of the character's activities, expressions and emotions in relation to the proposed profile
3 Be able to plan a new animation, to feature the character they have created	P4 Learners plan a new animation, to feature the character they have created, including: a) treatment b) competent storyboard c) target audience d) production schedule e) relevant legal and/or ethical issues	M2 Learners create a detailed plan for a new animation. The treatment includes title medium, running time, synopsis, characters and key scenes. Appropriate suggestions are made for voice over artists that relate to the proposed production	D2 Learners create a comprehensive plan for a viable new animation and justify ideas in relation to current trends in the animation industry. The production schedule is detailed and identifies timescales for the activities needed

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.

Understand the animation industry and its products

For example:
- animation companies, funding, collaborations, operating model, products, production processes etc.
- advertising, films, TV, internet, publications
- line drawing, cell animation, hand drawn animation, rotoscoping, live action animation, stop motion (e.g. claymation), 2D/3D animation (e.g. computer generated images), character animation
- self-regulation, Ofcom, British Board Film Classification, ASA.

For example:

2D and 3D animated films
- comedy, horror, super hero, children's animations
- Nick Parks, Kamikakushi, Matt Groening
- pre-production, production and post-production
- synopsis of storyline and its appeal to the audience
- by age, gender, interests etc.; audience relationship with similar animations/genre/animator
- their appeal to target audience, star voiceovers, character animation.

Be able to plan a new character for use in an animation

For example:
- physical, emotional description of the character, special characteristics, gender, age
- line drawings, sketches, annotated drawings etc. showing developments and changes in progress
- full-colour multi-viewpoint, animated character with developed characteristics and attributes.

Be able to plan a new animation, to feature the character they have created

For example:
- title medium, running time, synopsis, characters etc.
- an industry standard series of panels or rough sketches which outline the sequence of the scenes, action and the plot of the animation based on animated movement, including sound
- audience profile: demographics – age, gender lifestyle, interests etc.
- production schedule activities, equipment, resources, personnel, timescales, contingency plans etc.
- copyright, slander, defamation, royalties, performance rights offensive material, representation etc.
- suggested cast/voice over artist (known stars/unknown actors) profile of leading cast/voice over artist and their unique selling point (USP).

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other print units 32, 33 and 35.

If working as a team, learners should ensure that they have identified their contribution to the planning as well as using questionnaires and focus groups to gather information, and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: It may be helpful for learners to look at case studies supported by teacher led discussions, when exploring an animation company/institution. It may be beneficially for learners if centres could arrange visits from guest speakers or practitioners. Learners may also find company websites, or published information useful sources of information for their explorations, they may also wish to use sources such as business libraries, trade magazines for example. Regulatory bodies could be taught through class discussions and case studies. Websites, in particular the British Board of Film Classification (BBFC) or Ofcom may be informative and it may also be possible to arrange visits from a BBFC speaker. Learners could use this as an opportunity to explore different animation techniques used by the animation company in their case study, by practically engaging with these techniques and producing their own sample drawings/animations, Learner will need to be taught various animation techniques, if they are to under take this as part

of an approach to P1. This could be done in teacher led skills workshops.

Other suggested evidence could include a written report, diagrams and graphs, audiovisual presentation of the material, wall chart diagram of the production process, information sheets, a slide show with supporting notes, blog.

P2/M1: Learners should be taught the principles of textual analysis for media products, they should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse animations. Learners may also find it helpful to look at company websites with regard to information on their target audience, they may also find it helpful to draw upon their own experience of animation products that they like and would purchase to inform their analysis. Special features on DVDs can be a good source of information on the production process' involved in animation, this may also be available in company published material and animation related websites. Learners may find individual animators websites an informative source. Learners should be encouraged to experience broad and varied type and styles of animations from across the world before they begin planning their own animated character and new animated production in P3/D1 and in P4/M2/D2. Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide presentation, commentary over audiovisual material.

P3/D1: Learners could use the information they gathered in P1 and P2/M1 to inform the planning of their animated character. Evidence may take the form of a portfolio of work made up of developed sketches, drawings from different angles with annotations and information on the character profile. Evidence could also involve computer based images and audio-visual presentations

P4/M1/D2: It may be helpful to use case studies to make learners aware of the legal and ethical issues applicable to media products when they are planning their animation, so it may be helpful for learners to debate these issues through class discussions considering issues such as copyright, intellectual property rights, use of offensive material. Learners may find it beneficial to utilise online sources of information such as the British Board of Film Classification and Ofcom. Work could be evidenced in written format i.e. letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the animation product they are

planning. Learners should where possible use industry standard formats for their treatment, production schedule and budget. They may also find it useful to collate this information into a planning report ready for delivery in a pitch.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Richardson, P & Taylor, G (2008)	*A Guide to the UK Publishing Industry* Publishers Association
Clark, G & Phillips, A (2008)	*Inside Book Publishing* Routledge (4th edition)
Bann, D (2006)	*The All New Print Production Handbook* RotoVision
Friedlander, EJ & Lee, J (2003)	*Feature Writing for Newspapers and Magazines: The Pursuit of Excellence* Allyn & Bacon (5th edition)
Hennessy, B (2005)	*Writing Feature Articles* Focal Press (4th edition)
Dick, J (1996)	*Writing for Magazines* A&C Black Publishers Ltd
Whittaker, J (2008)	*Magazine Production* Routledge (1st edition)

Websites

www.pcc.org.uk

www.asa.org.uk

www.guardianunlimited.co.uk

www.timesonline.co.uk

www.mirror.co.uk

LINKS TO NOS

Skillset – Animation (2007)

ANIM 2   Manage and store assets

ANIM 8   Create designs

ANIM 11 Create 2D assets for production

Skillset – Production Design (2003)

PD5   Communicate the visualisation of the production

PD7   Design and produce presentations using information
technology