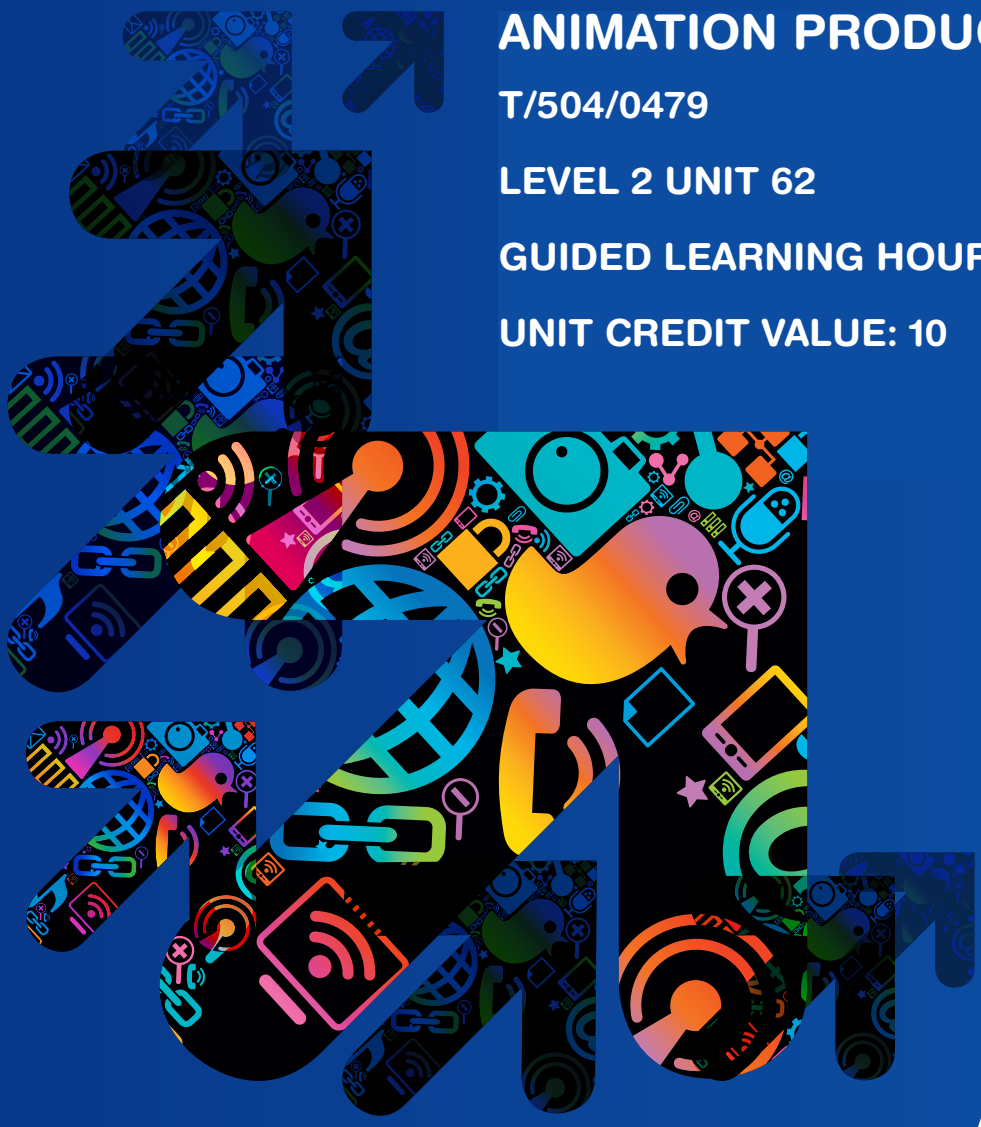
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



ANIMATION PRODUCTION

T/504/0479

LEVEL 2 UNIT 62

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

ANIMATION PRODUCTION

T/504/0479

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will be able to plan for and produce a short 1 to 2 minute animation, or section of an animated production.

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 Be able to plan for a short 1 to 2 minute animation, or section of an animated production	P1 Learners plan for an original short 1 to 2 minute animation, or section of an animated production, including: a) selection of form b) selection of animation type c) selection of genre/style d) narrative and/or character development e) risk assessment		
	P2 Learners produce pre-production material for an original short 1 to 2 minute animation, or section of an animated production, including: a) proposal b) storyboard c) backdrop or set design		
2 Be able to produce footage for use in the creation of a short 1 to 2 minute animation, or section of an animated production	P3 Learners produce sufficient frames/footage for their planned original short 1 to 2 minute animation, or section of an animated production, by: a) using backdrop / set b) setting up appropriate equipment c) following storyboard d) following safe working practices e) following production processes	M1 The frames/footage created by learners are generally of a good technical standard and quality. Camera, lighting and mise en scène techniques are fit for purpose and used effectively to create meaning within the planned outcome	D1 The frames/footage created by learners are generally of a high technical standard and quality
3 Be able to produce a final short 1 to 2 minute animation, or section of an animated production	P4 Learners edit their frames/footage to produce a final competent and original short 1 to 2 minute animation, or section of an animated production, by: a) applying appropriate visual effects and transitions b) linking audio to visuals and applying audio effects	M2 Editing by learners is proficient. The final short animation produced is generally of a good technical standard and quality	D2 Editing by learners is generally skilful and carried out to enhance meaning, within the intentions of the production. The final short animation produced is generally of a high technical standard and quality

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.

Be able to plan for a short 1 to 2 minute animation, or section of an animated production

For example:

a) TV programme, children's animations, film, advert

b) 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

c) comedy, horror, super hero, anime, manga, fantasy, adventure

d) storyline based on a situation or series of events, or storyline based on character

e) identify potential hazards/risks and find resolutions to any problems

For example:

a) title, medium, running time, synopsis, target audience etc.

b) written interpretation, series of panels or rough sketches which outline the sequence of the scenes, action and the plot of the short animation/sequence of an animation character development - drawings based on animated movement, including sound

c) 2D/3D set, backplates, etc.

Be able to produce footage for use in the creation of a short 1 to 2 minute animation, or section of an animated production

For example:

a) 2D/3D set, backplates, etc.

b) including cameras, tripods, dollies, lighting, sound equipment

c) use the pre-production material as reference to the production process

d) working within the scope of the risk assessment and health and safety guidelines

e) use pre-production material, record the animation, depending on process record sequences in order, make notes with reference to the storyboard.

Be able to produce a final short 1 to 2 minute animation, or section of an animated production

For example:

a) apply visual effects, e.g. filters, colour correction, chromakey; apply transitions, e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits

b) audio dub, checking audio levels, apply audio/sound effects (e.g. reverbs, thunder), apply sound/music track to visuals.

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 units including 10 and 11.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. 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: when planning for a short animated production or section of a production learners, should where possible, be using professional practices. It may be beneficial to learners if the centre could arrange for a visiting practitioner to proved some insight into the planning process linked with teacher led skills workshops. Risk assessments should be conducted to identify any potential hazards or risks and where relevant learners could include photographic evidence in addition to written notes to support their risk assessments. Evidence of the planning of the animated production, depending on the type of animation, could take the form of annotated sketches and drawings computer modelling with notes, an audiovisual presentation or a verbal presentation with a supporting slide show. Industry standard formatted documents should be adopted.

P2: learners when producing pre production material should be where possible using industry standard practices. Teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their own pre production material. Learners' evidence for the grading criteria should reflect industrial working practices and be supported by witness statements from the tutor.

P3/M1/D1: when producing the new animated production learners should, wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. It is also important that learners adopt safe working practices. Evidence of the learner's contribution to the process, especially if working in a group, should be identified by the learner for instance photographs of learner setting up and using the equipment. It is also suggested that evidence of the learner's contribution to the production process should be supported by a witness statement from the tutor.

P4/M2/D2: when editing the animated production learners should wherever possible work to a deadline and follow industry standard production skills. These skills could be developed in workshops led by the tutor or a visiting guest practitioner. Evidence of the learner's contribution to the editing process, especially if working in a group, should be identified by the learner (for instance, photographs of learner using editing equipment together with a section of the edited animated production that the learner can identify as their own editing). Evidence of the learners' contribution to the editing process should be supported by a witness statement from the tutor.

Learners should be encourage wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing 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

Furniss, M (2008)	*The Animation Bible: A Guide to Everything – from Flipbooks to Flash* Laurence King
Dille, F & Zuur Platten, J (2006)	*The Ultimate Guide to Video Game Writing and Design* Lone Eagle Publishing Company
Williams, R (2001)	*The Animator's Survival Kit: A Working Manual of Methods, Principles and Formulas for Computer, Stop-motion, Games and Classical Animators* Faber and Faber
Patmore, C (2003)	*The Complete Animation Course: The Principles, Practice and Techniques of Successful Animation* Thames & Hudson
Winder, C & Dowlatabadi, Z (2001)	*Producing Animation* Focal Press

Websites

www.bbfc.co.uk

www.ofcom.org.uk

www.artscouncil.org.uk

www.skillset.org/animation/overview/

www.moviemagicproducer.com

LINKS TO NOS

Skillset – Animation (2007)

ANIM 2 Manage and store assets

ANIM 8 Create designs

ANIM 11 Create 2D assets for production

ANIM 17 Build characters (models) for stop motion animation

ANIM 18 Set up lighting and cameras for stop motion animation

ANIM 19 Create stop motion

ANIM 21 Create digital visual effects

ANIM 22 Composite animation

Skillset – Interactive Media and Computer Games (2009)

IM1 Work effectively in interactive media

IM3 Prepare assets for use in interactive media products

IM5 Design user interfaces for interactive media products

IM6 Use authoring tools to create interactive media products

IM23 Create narrative scripts for interactive media products

IM24 Create 2D animations for interactive media products

IM27 Create sound effects for interactive media products

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety

HSS6 Conduct a health and safety risk assessment of a workplace



CONTACT US

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