Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) Computer Animation**		
Module:	**Art Direction for the Animated Short**		
Module code:	**M5X02050**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Phil Organ**	**Internal Verifier:**	**Nabeel Masih**
Assignment Title:	**The sleeper has awakened!**	**Word count (or equivalent):**	**2000**
Submission deadline:	**Tuesday 10 January 2023**	**Return date of provisional marks & written feedback:**	**No later than 20 working days, post submission date.**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** Coursework **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes **(from module syllabus)**
Display an awareness of the contexts and motivations underlying narrative and structural breakdowns and their influences within classical and digital animated expression(s).
Produce pre-production material, research and designs that capture the animated vision of the student for an intended cinematically-driven short 3D animation.

DRAFT

TASK DESCRIPTION

Assessment Component 1 – Coursework (Practical) 100%

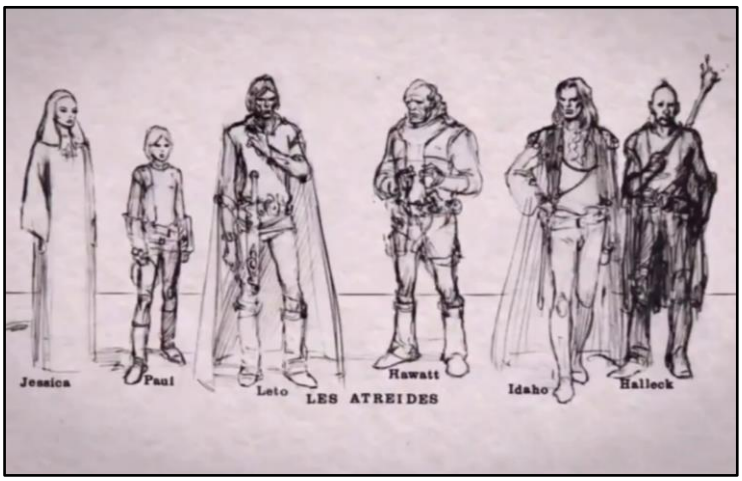
From the main Computer Animation programme document:
*A portfolio of work comprising the entire student's research and design material towards an intended short animation (**approx. 40 secs***). This may include a series of character studies, script, model sheet, mood boards, pre-visualisation sequences and animatics.*

For this project you are asked to conceptualise and develop a production 'bible' – a physical journal of sketches, layouts and designs – that form the basis of an intended animation (to continue on in the next module – 3D Filmmaking). ***Following discussion in our first class (in the first week) for 2022-23, we will extend the time duration from 45sec (min) to 1 minute.



With the arrival of Villeneuve's new DUNE film (in cinemas now) we make reference to Jodorowsky's ill-fated ambition to make the first screen version of Frank Herbert's "Dune" in the mid-1970s. A remarkable achievement, nevertheless, with the likes of Chris Foss, Giger, Moebius, Dan O'Bannon (etc.) involved within the pre-production of Alejandro's dream. In order to gain the financial backing and the green light to move into set design, manufacturing costumes, planning visual effects (etc.) he put all of the visual design elements together in one complete 'book'. It provided the best guide, to date, of what was envisaged for moving in to production, for the next stage. You will devise your own art-directed **production bible.**





The submission will need to include your research on the subject and you will need to compile a visual portfolio-based study of references, sequences, designs, etc.

You may need to reference the historical and social context from your chosen area for development, e.g. period details, architecture, social signifiers and symbolism.
This pre-production design proposal of what you would want to try cinematically is derived from an analysis of your animated film/design studies.

You will develop visual approaches in response to your original scene scenario, to extend the rationale behind the mise-en-scene, staging, camera work, cause & effect, composition, editing, etc.

It is expected that you articulate – through practical experimentation and iterative reviews - what are you aiming to do with the position and decision-making using film conventions.

Predominantly conceptual design in nature you will need to include everything, to date, that may also include initial 3D models and scene constructs, production scheduling (within this timeframe and the next), shot lists, script drafts, etc. etc. The blog is an assessment feature for next semester's 3DFilmmaking module, but you are free to begin this in October.

There is really no limit set on the amount but the degree is really looking to enhance the quality of your visuals and animation work –so you want to package the *best* work, i.e. not every doodle or scribble is required.

You are submitting a digital copy to Phil on the deadline date but you will need to
a) submit a single WORD version to Turn-It_In and
b) include a copy of all of the digital files, scans, websites, etc.
c) In promoting your work to a wider audience it would help enormously to have best quality images compiled in a folder, entitled *'Best Imagery'.* Not compressed JPEG files but uncompressed TIFFs.

IMPORTANT!!
In order to assess the levels of: RESEARCH and DEVELOPMENT and ANALYSIS
You will need to SHOW EVIDENCE ON ALL OF THIS!!!
ALL OF THE STUDENT's OWN DESIGN & PRACTICAL WORK NEEDS TO BE ORIGINAL.

Any sourced or referenced material from any existing website, free texture website, free sound website or free image website or anywhere else for the sequence needs to be clearly indicated using standard University referencing approaches. More information here: Referencing Handbooks | University of Wales Trinity Saint David (uwtsd.ac.uk)

It is expected that you are engaged with visualising the sequence through colour scripts, storyboards, leica reels (2D drawn) working on the camera placement, camera movements, character actions, scene set-ups and alternatives, and, at all times, ensuring you emphasise the importance behind the visual design and storytelling power. Submit the compiled WORD file to 'TurnItIn' at the appropriate time for originality inspections.

For your proposal you may want to consider the film conventions of a synopsis, treatment and script and the possibility of an initial storyboard – or proposed scene images. Professional animators and 3D visualists may work on one shot (e.g. up to 4-8 seconds a week, possibly more in more recent times) until they are happy they have captured the emotion and directed the audience to the most relevant portion of the screen and how it blends/corresponds/juxtaposes with the next shot/scene. Further ideas may start to come through and, depending upon the content, you may start to incorporate visual metaphors, signs and symbolism that culminate in an evocative depiction of the main idea.

DRAFT

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills (20 marks of the 100 available)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Reading around the topics/subjects/ideas and visual influences/references needs to contribute a lot to the production. Research needs to be thoroughly planned and constructed, enabling a solid base information base to conduct the design stage(s). It goes beyond superficial, 'first base' beginnings and demonstrates a conscious familiarity with pertinent writes, critics, authors on these subjects.*

2. Knowledge and Understanding Skills (20 marks of the 100 available)

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You're aiming to avoid work of a plain or ordinary, superficial, customary 3D sequence-based material; you are more ambitious this year and want to raise the level on anything you may have been doing in the past/presently. This work has more in line with identifying the power and influences of the structure and narrative. The work has clearly defined the nature of the topics/genre/themes/mood to be investigated and brings an excellent level of understanding and appreciation. The selection and use of the imagery indicates a good level of control and communication.*

3. Cognitive and Intellectual Skills (20 marks of the 100 available)

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary

DRAFT

and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *An appreciation of what symbolism can bring to your work needs to come through. Theories of mass communication/persuasion need to underpin the methodology and approach and the analytical skills portrayed are imaginative and persuasive. You are looking to engender an excellent response to the task with a powerful/provocative/engaging message and use of imagery. Your motivations and objectives are needing to be well worked and through independent evaluation (e.g. does this framing work? Is this the best part to cut to the next shot? etc.). You need to demonstrate there have been areas to reflect upon the unfolding set of designs, forms, language, shapes, etc.*

4. Practical Skills (20 marks of the 100 available)

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *Any initial technical and aesthetic decisions - and their implementation - are intelligent, very effective and well communicated with any/all of the accompanying material (e.g. sound, editing, effects) of an equally high level. Aim for excellent levels of cg design, animation and stylistic touches. Character design, animation, emotion can all be presented to engender an emotional connection with the viewer/participator.*

5. Transferable Skills for Life and Professional Practice (20 marks of the 100 available)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Reference material and quotes and bibliographies and website listings are clearly presented. Visuals (and appendices) included help to show a contrast or help to explain the sequencing of a technique/film/genre/animation. You're aiming for an excellent presentation style with a professional approach to the layout, reference images, etc. Structure and composition need to be of a high level, informative, visually enticing, cinematically engaging (i.e. to have a level of professionalism in its structure, imagery and direction). File formats, technical areas, filmmaking skills - all need to portray an excellent level of management and an eye for detailing (working to the concept).*

DRAFT

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / Distinction)**
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound	Major gaps in knowledge with unsatisfactory, uncritical	Fragmentary knowledge, with only superficial critical	Limited but adequate knowledge and critical	Knowledge is reasonably detailed and accurate. A	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical understanding of the

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement**;** the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

DRAFT

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
				Mostly valid arguments and logical judgements.			
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

DRAFT

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

DRAFT