

MODULE REVIEW

MODULE TUTOR - REPORT FORM

The review of a module is carried out initially by the Module Tutor. When the module review is completed, its findings are considered by the Academic Director or Programme Manager and noted at the Academic Discipline's Annual Programme Review. Module feedback and what changes will be made as a result of the feedback given are also discussed at Staff Student Consultative meetings. This form is not compulsory but is provided to support the module review process.

Academic Session: Semester 2 / 2025/26 academic year
Module Title: L5 / EXPERIMENTAL ANIMATION TECHNIQUES
Module Code: ACCA5046

Student Feedback

The module is situated in the second semester, encouraging students to try out new methods and approaches in the construction of (animated) imagery / content. This may also involve more cross-platform techniques, in the form of 2D + 3D forms, but also classical or miniature features. Most of the class material was uploaded to MOODLE, online, and students were able to follow - outside or real-time, during the class - the class content and structure, examples, case studies, etc. Students progressed through the various exercises well, and could see the links between theory and practice via the references and videos / film scenes cited. The animations chosen were of a more experimental or more exploratory variety, or showcased more diversity - of technique, form and flavour. All of the informal class feedback was good, as students often had working-knowledge of a particular animator or film (sometimes those that had more notoriety, for whatever reason) but were also introduced to the more obscure, or less well known exemplars. All well received and positive.

Module Tutor's response

The class provides an opportunity to do more in the way of classical and digital cross-overs and to open up methods that can help students create new imaginative sequences. Of a more interpretive or provocative nature, beyond the more conventional character+environment+motion set-up. Using image + sound combinations helped, as students could choose their own music to use, and to then create their own visual design motifs, to allow and advance more range and adaptation and testing. Student's responses and feedback was always complimentary, and it was encouraging to discuss the themes on a 1-2-1 basis, when touring the room. The class soon realised the level of openness to what they could do via the coursework submission, with the use of various software, with decisions to construct more representational imagery / vistas. Indeed, some opted to try out age-old stopframe or animating-on-surface (that were further enhanced digitally), as as a response, which was welcoming and fitted well with the main learning outcomes.

Tutor Self-Reflection

A second year for the module, and already EAT is beginning to be a rewarding and insightful part of the year (for the tutor). To remove some of the common shackles of 3-Act-storytelling and structure or the more conventional staging of scenes, to identify the power and influence of shape-design, symbolism through movement, expressions of art through idents and title sequences and other isolated - but highly creative - forms. To use one pioneer mentioned in class - to add more context - we have McClaren's *Pas de Deux*, which is now an old short film, but is a good reference, with the choice to present ballet and dance as a series of key stages, but also incorporating the use of an optical printer, that provided slow-motion + overlaid keys - in the same time and space - raising the artistry of both the *performed* and the *animated*. Freedom to explore and experiment all enrich the experience for the student, for the educator and for the degree as a whole.