

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:			Student ID number:	
Programme:	All relevant Comp Anim, Games Des, Games Dev groups enrolled ~ L4 / Sem#2 / Spring 2022..			
Module:	Introduction to Character Animation			
Module code:	ADGD4005	Contribution to Overall Module Assessment (%):	100%	
Lecturer:	Phil Organ	Internal Verifier:	Rich Morgan	
Assignment Title:	To an affinity - and beyond.	Word count (or equivalent):	N/A	
Submission deadline:	Thursday 28 April 2022	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)				
Understand the stages in presenting concepts of motion, performance, gesture and body mechanics to an audience and/or via player input notions.				
Demonstrate a range of approaches (traditionally and digitally) in capturing style, movement and setting within early stages of learning character animation.				

TASK DESCRIPTION

Assessment Component 1 – Coursework: / To an affinity and beyond Monday 28 April 2022

Mode of assessment	Volume	Weighting
Portfolio presentation	e.g. Short 5 mins (per person) presentation displaying animation material and methodology/process	100%

The module is all about applying the principles and techniques of animating. To do work towards realising a credible animation/performance. Your understanding and growing appreciation of what is needed in animating will only help to inform your practice elsewhere. A character's motivation and thought-process and attitude are subsequently all-important. The (rep)presentation of these abstract notions *fuel* what we see or interact or connect, in regards to the character, on screen. And that we're not afraid to embrace other forms or other personality traits in what is being portrayed. Emphasis here, on this module, is on the animation specifically, and you are encouraged to imbue your character with some inner strength and focus.....as follows.....

Main task:

- To isolate and use a 3D bipedal character rig (free, online, MAYA, Blender) that has control curves/objects for animating.
- To think about this character undergoing confrontations or obstacles or challenges (in an intended film or game sequence), e.g. that it may be a warrior or the foe (monster/antagonist).
- To study and plan to how to integrate an underlying/instinctive tendency.
- To storyboard and visualise (e.g. via Adobe/2D) and plan your set of actions or motions.
- To animate **3** separate 3D animations or (controller-like) moves or cycles.
- To total 15 seconds (min).
- To present (e.g. PowerPoint) and upload all research, development and animation clips on the deadline (details TBA).

Suggestions to help:

- You may have a simple straight-forward looking character but that does not mean the animation is plain.
- Aim for lots of appeal and a likeable/engaging aspect in everything you plan and key and lay-out.
- It's a minimum of 3 separate animations or cycles or motions, totalling 15 secs (running time).
- 1 fixed, suitably-framed, camera position would be sufficient.
- Body gestures are the priority, i.e. your animation should work without any need for facial details.
- You are advised to develop plenty of research studies, thumb's, storyboards, animatics (etc.) *before* animating. Block out the animation and use pose-to-pose.
- To consider using STEPPED on the curves before splining anything.
- Submit/upload all project files, notes, research, development work (etc.) together with your animations.
- Present all research and development and final animations on the submission date (details TBA).



Last year's assignment included a reference to fighting styles and Kung Fu. To encourage students to consider the force/power/motion involved and how they link to the animal kingdom (to help with research and responses).

<https://www.shaolin-wahnam-wien.at/kungfu-5-tiere-1-en.php>

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%

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: To complete these animations effectively a good working research strategy is needed. You will need to consider what you need to look into for what will help in the style, movement, staging, etc. You are directed towards researching animator's scenes, online showreel work, anatomy/physiology, etc. Other forms of technical research may also need to be undertaken in order to create optimum levels of control and manipulation.

2. Knowledge and Understanding Skills (20%)

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. 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: Work will need to include your adoption and application of animation principles, pre-production processes and testing. Management of all your work begins to show how to best to exploit these new-found/emerging talents – and what areas need addressing.

3. Cognitive and Intellectual Skills - (20%)

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

Guidance specific to this assessment: You may also need to consider best practices and develop a quality of determining what works best for your animated sequences. You need to continually (re)read the focus and power in the animation needs, making continuing tweaks and re-evaluations (technically and aesthetically). This is to determine whether it is working well enough. Assessment is spread across a number of categories and it is not all on the final material. Ensure you provide evidence of how much you have worked through problems and how much you have learnt from your studies and how much has been integrated/absorbed/synthesised.

4. Practical Skills (30%)

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: The animation needs an appropriate functionalism and to show a clear direction or style and appreciation in the motion of the character. The motion, artistic interpretation, style and animation-design are imaginatively engaging and technically accomplished at a level of excellence. Formats, resolution, picture quality are all very good. This all needs to be presented with high levels of sophistication and consideration.

5. Transferable Skills for Life and Professional Practice (10%)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; 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: The work has been both thoroughly prepared and executed to a suitably professional level. The composition, management, arrangement and delivery of all the work needs to be of a high level and something that you can capitalise upon in future projects/presentations.

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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 but with some reliance on information gained through class contact. 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 rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound 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 (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Substantial inaccuracies.	and/or irrelevant material.					
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	alternative approaches or solutions though there may be errors.	appropriate solutions.	particular contexts and proposes appropriate solutions.	and proposes appropriate solutions.	
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy 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 some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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