

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Student Name:	CHLOE NASH	Student P Number:	
Programme:	BA (Hons) Animation & VFX; BA (Hons) Computer Games Design		
Module:	L6 ADVANCED CHARACTER PERFORMANCE		
Module Code:	ACCA6031	Contribution to Module:	100%
Assignment Title:	<i>Searching for the right way to draw – animate – evoke a performance</i>		

SELF DIRECTED ANIMATIONS (100%)	Level of Achievement – In Percentages %															
	Overall % of Mark	Fail	MF	3 rd Satisfactory			2:2 Good			2:1 Very Good			1 st Exceptional			
		0-29%	30-39%	40-43%	44-46%	47-49%	50-53%	54-56%	57-59%	60-63%	64-66%	67-69%	70-79%	80-89%	90-100%	
PRESENTATION (30%)																
ENGAGEMENT	30%							X								
KNOWLEDGE & UNDERSTAND	30%								X							
COGNITIVE	40%									X						
																58%
PORTFOLIO (70%)																
PRACTICAL	70%										X					
TRANSFERABLE	30%												X			
																67%

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work, for guidance only until they are confirmed.)	Late Submission Penalties	
	Up to 1 week late (40% Max)	☐
	Over 1 week late (0%)	☐

64%

Tutor comments
PT#1 <i>File uploaded to MOODLE (on the deadline 10/11/25) that provides the link to a (v.o) presentation video.</i> An interesting enough premise, with underwater horror themes, yet the coverage needed expanding and more explorative notions, research evidence and performance-related content, for higher banding. To have isolated character roles moreso (e.g. Bill Nighy's Davy Jones, Geoffrey Rush's Barbossa, Ursula, BioShock's Siren, etc.). It's good to see the example (via Ruby Gillman) and context is touched on, but we don't go any further on breaking down any of the gestural work or identifying any of the topics that could have been referenced from class. To provide more <i>video</i> material, perhaps, with clips or more insight(s)? You have sketches on creatures and initial storyboard (that is reminiscent of a graphic novel layout) and these show potential. To add further believability and conviction - especially when depicting fantasy horror creations - aim for more force and tension and drama in your planning, to help with the later animation. To continue to forge and strengthen the work, with more in terms of quantity, that leads on to promoting the quality of the scene / action / moment. Thematically, the chosen concept is fine. It that's you want to do better with the final practical element (70%) and the professionalism and transferable elements (30%) in Pt#2. PT#2 A better, stronger submission, that helped to gain more ground on 'character' and 'performance', and establish a mid 2:1 overall. There is more conviction in the delivery, via the presentation and voice-over, and in wanting to detail the development and work conducted. All of these sections serve you well and come across strongly. To have had more in creating more of a spontaneous or reactive quality (especially with a creature of this scale), and further indications of power and force? It's there, and the staging, placement and composition (of shots) all help. It's that more could have been exploited – either via traditional references of Harryhausen (or others) ~ or in the more recent Stocker / Talbot's characterisation of Hank (<i>Finding Dory</i>), albeit on a larger scale – that would have helped to transform the quality, impact and overall 'effects shot' created. That said, there was certainly more professionalism on display, and the structure, clarity and breakdown were all of a better standard (closer to a 1st). A progressive nature, this time, and some better indications of interpretation, direction and self-learning to end the module.

Assessed by:	Phil Organ	Date:	February 2026
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