

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Computer Animation / BA (Hons) Games Design		
Module:	Advanced Character Animation		
Module code:	M6X02056	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Phil Organ	Internal Verifier:	Rich Morgan
Assignment Title:	Advancing believability. Animating sincerity.	Word count (or equivalent):	2500
Submission deadline:	Thursday 8 December 2022.	Return date of provisional marks & written feedback:	No later than 20 working term time 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)			
• Critically analyse and cultivate their animation ability to high-end levels of character performance and/or realism.			
• Select, evaluate and employ industry method processes, trends, techniques and production environments to progress their own developing animation skillset.			

TASK DESCRIPTION

The aim of the module is to *support* your work on the INDEPENDENT PROJECT – in that you have more opportunity to research, develop and target a particular aspect of the animation you are undertaking and submit **a series of studies** that can aid the later stages – and animation quality – later on in the production, when tackling this work.

Students are asked to construct a single - or series - of innovative self-directed animations (to total some 20-30 seconds) that will inform and direct further animation / character work undertaken on their INDY_P studies and/or relevant CG subject.

You need to package these visual clips/progression reel/demo's within the conventions of a technical document, blog, research paper, online tutorial (you will need to decide the best form to take). Whatever the presentation form it will need to contain these animated examples or representations, in 3D, in support of the topic/project/ being considered.

Supporting material, to help:

It is important to recognise you will need:

- a) new (previously un-assessed – or to be assessed elsewhere) animations;
- b) you are free to use free online/rigs;
- c) it is best to think the methods / techniques / understanding will help to inform the IP project/production;
- d) that you work towards separate individual animated sequences

To this end the work you do here is largely dependent upon your own self-directed specialist area and character animation investigations. With animating anything – and particularly those projects that involve bipeds, quadrupeds, fantasy characters and creations – you are required to develop practical character/story-based animated demonstrations of your research findings.

Planning and development of the animated examples – together with reviews of the findings – are important to complete the animation(s) to the optimum levels. It is expected that topics to be considered may isolate technical and/or artistic categories specific to the student's research needs, with advice and support from specialist academic staff.

- You need to define the animation selection being analysed; the research and practical parameters to the studies of the scene/purpose/animation to be conducted.
- How will the work and study conducted here help your ANIMATION or GAMES production (January 2023+)?
- Are you choosing something out of your comfort zone – or a part of your animation skillset – that needs attention? Is it directly linked to a shot/scene or something of a more general pipeline/production method?
- Bringing life to an inanimate object – and the different options/tools/techniques for doing this....?

Whatever you choose to study, practice and implement the emphasis is on extending your character skills and to help to utilise the principles of animation and cinematic storytelling elsewhere (on your main ANIMATION or GAMES work).

(PmO / October 2022).

“Believe in your character. Animate (or write) with sincerity.”
Glen Keane

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 available)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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 and you will need to consider what will help in the style, movement, staging, performance for these clips (i.e. relevant to the chosen study). You are directed towards using established sources for all types of animation and what to discover are the driving forces behind the animation(s), the relationship to the audience, the theatrical appreciation of acting, motion, 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 % marks available)

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *The tasks undertaken may incorporate a knowledge of a wide range of motion studies (live action, animation, simulations), acting styles, action sequence constructions, ideas of body language and reading facial expressions. You are also required to judge how best to perform these animated realisations, evaluating your aims in what you're assimilating, together with careful breakdowns of the actions and reactions.*

3. Cognitive and Intellectual Skills (20 % marks available)

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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 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. 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 need to consider best practices and develop a quality on determining what works best visually for your animated sequences. Assessment is spread across a number of categories and it is not all final material. There is a level of informative and/or imaginative leaps in the work that are inspiring and evocative, working very well in engaging the intended audience.*

4. Practical Skills

(20 % marks available)

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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: *Assessment in these parts will also be determined on how well you have both conceived and initiated your plans, how well you conduct your reviews – technically - in order to develop a style. Animation is a visual experience and one of the requirements is to evoke empathy, familiarity, likeability/appeal, representation, etc. You will be expected to convey the production processes and coherent technical areas well for all of your ‘character’ work; to produce animations that convey a particular feeling, action, emotion or sensation from what is originally a very passive, immobile creation. With the right balance of craft and technique – art and technology - you will be creating life from lifelessness.*

5. Transferable Skills for Life and Professional Practice

(20 % marks available)

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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: *Work is all presented with high levels of sophistication and consideration. The work communicates the visual style and intention behind the material and demonstrates the level of professionalism adopted by the student throughout. Management of the tasks, report document, file systems, etc. have all been executed to a high level.*

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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20%	
2. Knowledge and Understanding Skills	20%	
3. Cognitive and Intellectual Skills	20%	
4. Practical Application Skills	20%	
5. Transferable Skills for Life and Professional Practice	20%	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

[illegible]

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6			FAIL (1 st / Pass)	MARGINAL (2 nd / Pass)	FAIL SATISFACTORY ^d (3 rd / Pass)	(2.2GOOD / Pass)	VERY GOOD(2.1 / Merit)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading and/or reliance on evidence of wider inappropriate on inappropriate reliance on Selection of relevant credible sources. Consistently and consistently and information conventions class	Little or no evidence of reading. No evidence of wider reading. Reliance on sources. Some latest research. research. High-level findings mostly of sources. conventions no/very few Inconsistent and	Poor engagement with essential with a limited appropriate range of research-informed literature, including sources retrieved independently. Some independently. informed by the by the latest Views and minor errors. texts. Referencing and over- sources. Selection of relevant latest research. research. High-level findings mostly indiscriminate use of sources. Referencing may show minor inaccuracies or referencing. applied. Referencing gained through weak use of	Engagement with an appropriate range of wide range of an extensive engagement with an reading, referencing, extensive range of academic conventions and credible and academic honesty) sources. Selection of relevant latest research. research. High-level findings mostly indiscriminate use of sources. Referencing may show minor inaccuracies or referencing. applied. Referencing gained through weak use of	Engagement with an appropriate range of wide range of an extensive engagement with an reading, referencing, extensive range of academic conventions and credible and academic honesty) sources. Selection of relevant latest research. research. High-level findings mostly indiscriminate use of sources. Referencing may show minor inaccuracies or referencing. applied. Referencing gained through weak use of	Engagement with a range of relevant and credible relevant literature, literature, informed sources, and/or omissions and accurate professionally authoritative. not always consistently.	Engagement with an extensive range of academic conventions and credible and academic honesty) sources. Selection of relevant latest research. research. High-level findings mostly indiscriminate use of sources. Referencing may show minor inaccuracies or referencing. applied. Referencing gained through weak use of	Exceptional reading, referencing, extensive range of academic conventions and credible and academic honesty) sources. Selection of relevant latest research. research. High-level findings mostly indiscriminate use of sources. Referencing may show minor inaccuracies or referencing. applied. Referencing gained through weak use of
Knowledge and understanding knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Major gaps in knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Gaps in knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Limited knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Knowledge is knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Knowledge is knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Excellent knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.	Exceptionally knowledge and knowledge, with knowledge and reasonably detailed, reasonably extensive coherent and coherent and (Coherent and systematic only superficial and and systematic and systematic of the subject understanding. of the relevant understanding of the very good systematic understanding of the understanding of the matter.

Level 6	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%

subject area, at least Substantial inaccuracies principles within some extent, current breadth and depth of the principles and theories of the some of which is inaccuracies. No and/or irrelevant the subject area research and established views, theories of current subject, wellinformed by the latest awareness of material. No which to some scholarship. and the work is, at research and informed by current research and/or knowledge of awareness of limited extent, is least in part, well- scholarship. Clear research and advanced scholarship

the latest knowledge of the informed by informed by current awareness of scholarship. A within the discipline.) research and/or latest research and scholarship. current research scholarship. established views and nuanced research and challenges to critical, sophisticated and/or advanced scholarship within and the limitations awareness of the within the the discipline. of the knowledge ambiguities and discipline. base. limitations of knowledge.

Cognitive and Wholly or almost Largely Limited attempt Some critical Sound critical Excellent critical Exceptional critical **intellectual skills** wholly descriptive work, at critical thinking, analysis, thinking, analysis, thinking, analysis, (Conceptual and descriptive with superficial thinking, synthesis and synthesis and synthesis and critical thinking, work. Little or no use of critical analysis, evaluation. Can evaluation evaluation. Ability evaluation based on analysis, synthesis analysis, evaluation. Weak synthesis and analyse new and/or demonstrating critical to investigate judiciously selected and evaluation of synthesis or development of evaluation, abstract concepts thinking. Ability to contradictory or evidence. research, evaluation. arguments and tending towards and data without devise and sustain incomplete Ability to investigate assumptions, abstract Failure to judgements. description. guidance. An persuasive information and contradictory or concepts and data develop Information Some evidence emerging awareness arguments, and to make strong, incomplete (that may be incomplete); logic, arguments, accepted to support of different stances review the reliability, persuasive, information and argument and leading to uncritically, uses emerging and ability to use validity and arguments and make strong, judgement.) illogical or generalised arguments and evidence (that may significance of sophisticated persuasive, invalid statements made judgements but be incomplete) to evidence (that may judgements. arguments and judgements. with scant these may be support the be incomplete) to Some evidence of sophisticated, Unsubstantiated evidence and underdeveloped argument. Mostly make mostly independent nuanced, generalisations, unsubstantiated or with a little valid arguments and appropriate and valid thought and ability judgements. made without opinions. Ideas inconsistency / logical judgements. judgements. to 'see beyond Evidence of independent thought credible illogical and use of any sometimes mis- Some tendency to the question', contradictory. Asserts rather rather than argue on grasp of the beyond the question', suggesting a and ability to 'see evidence. broader field and wider concepts. suggesting an outstanding grasp of the broader field and wider concepts.

Practical skills Limited or no Rudimentary An adequate A good and A very good An advanced Exceptional levels of (Apply/deploy use of methods, application of awareness and appropriate application of a application of a application and accurately established materials, tools methods, mostly application of range of methods, range of methods,

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

deployment skills in tools and techniques; and/or materials, tools appropriate standard methods, materials, tools materials, tools unpredictable, initiate and carry out techniques.

and/or techniques application of and/or techniques. practical contexts, projects; formulate Little or no but without well-established materials, tools Very good
and/or drawing skilfully on solutions to solve appreciation of consideration and methods, and/or techniques. consideration of the
techniques. the latest research problems in complex the context of competence. materials, tools Clear appreciation of context of the The context of the
within the discipline. and unpredictable the application. Flawed and/or the context of the application, with application is well Can identify
complex contexts.)

Limited appreciation of techniques. application. Mainly perceptive insights. considered, and problems and understanding the context of the
Basic consistent, accurate Can identify insightful. propose of the application. appreciation of and logical problems and Application and
sophisticated application of Weak the context of application of theory propose appropriate deployment solutions.
theory to understanding of the application. to practice, making solutions in complex extend beyond Assimilation and practice or the application of
Theoretical appropriate links and unpredictable established development of making theory to practice, knowledge and between the two contexts.
conventions. Can cutting edge appropriate links with only understanding Can identify Evidence of some identify complex processes and between
the occasional applied in problems and innovation and problems and techniques. two. evidence of practice, but not propose mostly creativity.
propose excellent Very weak making always making appropriate solutions solutions. problem-solving appropriate links logical links in complex and
Innovation and skills in complex between the two. between the unpredictable creativity evident. and Weak problem- two.Can identify contexts.
unpredictable solving skills in problems and contexts.

complex and propose basic
unpredictable solutions in
contexts. complex and
unpredictable contexts without
fully
appreciating the complexity.

Transferable skills Communication Communication Can Can communicate Can communicate Can communicate Can communicate **for life and** medium is medium is poorly
communicate in effectively in a well, confidently and professionally with an exceptionally **professional** inappropriate or designed and/or a suitable suitable format, but
consistently in a confidently and high level of **practice** misapplied. not suitable for medium but with may have minor suitable format. consistently in a professionalism.
(Exercise of initiative Work is poorly the audience. some room for errors. Work is coherent, suitable format. Work is exceptionally and personal structured,
Work is poorly improvement. Mostly coherent, fluent, well-structured Work is coherent, coherent, very fluent responsibility; disorganised presented

in a Mostly ordered organised work, in a and organised. Can very fluent and is and is presented
professional and/or disjointed presentation suitable structure work very well presented professionally. Can
development; initiate confusingly manner. It is and structure in and is for the most autonomously and/or professionally. work exceptionally and complete tasks expressed. Very
loosely, and at which relevant part clearly as part of a team, Can work well and and procedures: weak use of times ideas / concepts expressed. Can work with very good
autonomously professionally within individually and/or
collaboratively; use language and/or incoherently, are reasonably effectively contribution to group with initiative. a team, showing appropriate media to very structured, with
expressed. independently and/or activities. Where relevant advanced leadership

Level 6	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%

communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Demonstrates very good graduate employment skills, with just occasional minor weakness.	can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	skills. Demonstrates exceptional graduate employment skills and an appetite for further development.
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THIS DOCUMENT IS ALSO AVAILABLE IN WELSH