1. **Title of the module**

FILM5730 (FI573) Animated Worlds

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

FILM3130 Film Style

FILM3150 Film Theory or FILM3160 Film Histories

1. **The programmes of study to which the module contributes**

BA Film and associated programmes

BA Media Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Have a systematic knowledge of different kinds of animation in a world context, based on a study of animation shorts and features;

8.2 Understand the different modes of analysis made possible by key methods of enquiry and be able to demonstrate their relevance to an understanding of animations created in different national, historical and industrial contexts;

8.3 Devise a discussion of animation through a sustained engagement with key methods of enquiry based on a synthesis of historical, theoretical, and aesthetic approaches;

8.4 Develop a greater understanding of the interplay between aesthetic choices, technological innovation, and animation techniques through their research into relevant scholarly literature.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop skills in critical and historical analysis, together with generic intellectual skills of synthesis, summarisation, critical judgement and problem-solving, that will allow for the construction of original and persuasive arguments;

9.2 Develop the skills of communication, improving performance, and problem-solving;

9.3 Communicate effectively, using appropriate vocabulary, ideas and arguments in a written form;

9.4 Read critically, analyse and use a range of primary and secondary texts;

9.5 Locate and use appropriately a range of learning and reference resources (including moving image resources), including the internet.

9.6 Employ information technologies to research and present their work;

9.7 Demonstrate the acquisition of an independent learning style; for example in the preparation and presentation of course work, in carrying out independent research, in showing the ability to reflect on their own learning and by mediating complex arguments in written form;

9.8 Approach problem-solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks.

1. **A synopsis of the curriculum**

Animation is a term covering a diverse range of forms, and this module introduces cel-

animation, stop-motion puppetry, abstract animation, as well as computer-generated cartoons and features (including animated documentaries) to explore the animated form. The first section of the module introduces different styles through a study of Disney and Warner Bros cartoons, the stop-motion animations of the Quay Bros, TV Anime, abstract music animation and web-based animation. The second section of the module uses a range of critical approaches to explore contemporary feature length animations from different national contexts.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Crafton, Donald, *Shadow of a Mouse: Performance, Belief, and World-Making in Animation* (Berkeley: University of California Press) 2012

Kriger, Judith, *Animated Realism: A Behind the Scenes Look at the Animated Documentary Genre* (Oxford: Focal Press) 2012

Lamare, Thomas, *The Anime Machine* (Minneapolis: University of Minnesota Press, 2009).

Napier, Susan, *Anime from Akira to Howl’s Moving Castle: Experiencing Contemporary Japanese Animation* (New York: Palgrave Macmillan) Second Edition 2005.

Telotte, J.P. *The Mouse Machine: Disney and Technology* (Illinois: University of Illinois Press, 2008)

Wells, Paul, *Animation and America* (Edinburgh: Edinburgh University Press,

2002).

1. **Learning and teaching methods**

Total contact hours: 50

Private study hours: 250

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Assignment (2500 words) (40%)

Essay (3500 words) (60%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *screenings* | **x** |  |  | **x** | **x** |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Assignment*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module will typically discuss a variety of international examples, authors, texts and theories in considering animation**.**

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/05/16 | Major | September 2016 | 3, 7-9, 12-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018