1. **Title of the module**

DIGM8660 (EL866) - Acting in Animation

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

Engineering and Digital Arts

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

Level 7

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

15 credits (7.5 ECTS)

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

Spring

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

Prerequisites:

DIGM8310 Digital Visual Art Set-Up

DIGM8320 Animation Principles

DIGM8330 Visual Training

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

MSc in Computer Animation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand how thoughts and emotions are clearly and convincingly conveyed using 3D character models.
3. Be able to create performances and believable interactions between animated characters.
4. Be able to animate dialogue scenes.

These outcomes are related to the programme learning outcomes in the Computer Animation MSc curriculum map as follows: A1, A2, B1, B2, B3, B4, B5, C1, C2, C5 and C6.

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

Undertake constructive research and development of character performance in animation by gathering, collating and selecting from reference materials of all kinds. They will learn to use ICT, and will develop core key skills, such as learning effectively, critical thinking and time management, contributing to the Transferable/Key Skills in the generic learning outcomes for the MSc programme (D2, D5 – D7).

1. **A synopsis of the curriculum**

Lip synch, Accents, Mime acting, in many practical assignments.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Stop Staring: Facial Modelling and Animation Done Right by Jason Osipa Publisher: Sybex Inc; Bk&CD-Rom edition (August 1, 2003) ISBN: 0782141293
* Acting for the Camera: Revised Edition by Tony Barr Publisher: Perennial Currents; Revised edition (June 18, 1997) ISBN: 0060928190
* The Empty Space: A Book about the Theatre: Deadly, Holy, Rough, Immediate by Peter Brook Publisher: Touchstone; Reprint edition (December 1, 1995) ISBN: 0684829576
* Animating the Looney Tunes Way by Tony Cervone Publisher: Walter Foster Pub (April 1, 2000) ISBN: 1560103035

Background Reading:

* Directing Actors: Creating Memorable Performances for Film & Television by Judith Weston Publisher: Michael Wiese Productions (July 1999) ISBN: 0941188248
* Audition by Michael Shurtleff Publisher: Bantam; Reissue edition (January 2, 1980) ISBN: 0553272950
* The Naked Ape: A Zoologist's Study of the Human Animal by Desmond Morris Publisher: Delta (April 13, 1999) ISBN: 0385334303
* Respect for Acting by Uta Hagen, Haskel Frankel Publisher: Wiley (September 1, 1973) ISBN: 0025473905
* Building a Character by Constantine Stanislavski, Elizabeth Reynolds Hapgood Publisher: Theatre Arts Books; Reprint edition (June 1, 1989) ISBN: 0878309829
* Acting: The First Six Lessons. (Theatre Arts Book) by R. Boleslavsky, Richard Boleslavski Publisher: Routledge/Taylor & Francis Books; 1st edition (January 1, 1970) ISBN: 0878300007
1. **Learning and teaching methods**

Total contact hours: 56

Private study hours: 94

Total study hours: 150

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

Portfolio (20%)

Project (80%)

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** |  |  |  | **x** |  |  |  |  |  |
| *e.g. workshop* | **x** | **x** | **x** |  |  |  | **x** |  |  |  |  |  |
| *e.g. laboratory* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. MCQ test* |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. Presentation* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Portfolio* | **x** | **x** | **x** |  |  |  | **x** |  |  |  |  |  |
| *e.g. Examination* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

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**

**Methods taught are the same in every country**

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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) |
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Revised FSO Jan 2018