Module Descriptor

Title	Art for Animation 1		
Session	2025/26	**Status**	Active
Code	COMP08059	**SCQF Level**	Level 8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Peter Satera		

Summary of Module

The focus of the module will centre around two key areas, being:

Digital Art Production and Concept Art.

Students will be introduced to learning digital art painting techniques to develop an ability to fulfil modern art production practices with the use of 2D painting software. Students will develop an understanding of approach to painting digitally through a series of challenges which are aimed to establish core fundamentals to digitally painted characters.

Students investigate the complexity of material studies, drawing the human form, environmental art and how those skills achieved lead into the development of concepting a character.

Students will develop their skills and an understanding of drawing/painting in an application with the aim to adhere to concept art production.

This module embeds the key "I am UWS" graduate attributes and in particular: ACADEMIC: -Universal -Analytical -Work Ready -Knowledgeable -Digitally Literate SUCCESSFUL: -Autonomous PERSONAL: -Motivated -Creative -Imaginative PROFESSIONAL: -Universal -Ambitious -Successful -Driven -Transformational

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge of human anatomy for figurative drawing.
L2	Apply knowledge and understanding of specialist methodologies in production of concept art.
L3	Evaluate, analyse and apply theoretical underpinning through practical output.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 8** Students will demonstrate: Drawing skills specific to figurative/character study. A range of specialist knowledge related to character art concepts. An understanding of the human form. Ability to research and apply information to practical output.
Practice: Applied Knowledge and Understanding	**SCQF 8** Students will apply core theories in the development of concept art production. This is a key skill within pre-production of animation. Students will demonstrate application of enquiries into artistic styles and methods in production of a high quality art outcome. Students will demonstrate ability in using a digital painting application.
Generic Cognitive skills	**SCQF 8** Students will build common understanding within digital painting studies to formulate best approaches within concept design.
Communication, ICT and Numeracy Skills	**SCQF 8** Students will use a professional 2D painting application. Students will also be expected to utilise computer painting drawing devices, in production of art concepts.
Autonomy, Accountability	**SCQF 8**

and Working with Others	Students will be expected to work autonomously, producing work that builds production value, both within digital studies and concept design. Guidance will be provided on the specialist areas.production of art concepts. While students will not work in teams for assessment, it is expected that individuals will discuss work with peers to develop skills and abilities and form part of formative feedback

Prerequisites	**Module Code** COMP07011 COMP07073	**Module Title** 2D Computer Animation Drawing for Animation
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	10
Laboratory / Practical Demonstration / Workshop	40
Asynchronous Class Activity	70
Independent Study	70
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: ESSENTIAL: Graphics Tablet (Drawing Tablet) or alternative peripheral device (E.g. Screen Tablet) to work with computer. Use of a computer to produce coursework. VLE and lecturer produced lecture and video material and associated teaching materials.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Creative Computing
Moderator	Mark Carey
External Examiner	TBC
Accreditation Details	ScreenSkills
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2025.v01

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
The module is assessed by 100% coursework. The coursework will be divided into multiple assignments
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Practical work	☒	☒	☒	☐	☐	100%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New Desciptor Format	20.03.25	Peter Satera