

**University of the West of Scotland**  
**Module Descriptor**

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

**Session: 2024/25**

Last modified: 13/02/2024

### Title of Module: Experimental Animation

<b>Code: DAAD09009</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Dr Alison Clifford		

### Summary of Module

This module introduces students to the various concepts, contexts and practices involved in the creation of experimental animation. The module is practice-based, and students will examine the different approaches involved in structuring, manipulating and composing images in a time-based medium before creating their own creative works in response to a set brief. Students will also develop critical skills in understanding and appreciating the historical and contemporary context of experimental animation by exploring existing works.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

#### Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

### Term(s) for Module Delivery

(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	
<b>Learning Outcomes: (maximum of 5 statements)</b>					
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate a broad and integrated knowledge and understanding of the creative contexts surrounding experimental animation artworks.</p> <p>L2. Develop technical and aesthetic skills employing materials, media, techniques, methods, technologies and tools associated with 2D animation, required for the planning and creation of an experimental animation.</p> <p>L3. Produce an experimental animation project through independent study, demonstrating skill and imagination in response to a set brief.</p>					
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>					
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:				
Knowledge and Understanding (K and U)	SCQF Level 9. Demonstrate and/or work with: An understanding of the scope and defining features of experimental animation, and an integrated knowledge of its main areas and boundaries.				
Practice: Applied Knowledge and Understanding	SCQF Level 9. Apply knowledge, skills and understanding: In using a range of the principal professional skills, techniques, practices and/or materials associated with the experimental animation.				
Generic Cognitive skills	SCQF Level 9. Draw on a range of sources in making judgements.				
Communication, ICT and Numeracy Skills	SCQF Level 9. Use a range of ICT applications to support and enhance work.				
Autonomy, Accountability and Working with others	SCQF Level 9. Exercise autonomy and initiative in some activities at a professional level in experimental animation practice.				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<b>Module Code:</b>	<b>Module Title:</b>			
	<b>Other:</b>	DAAD09011 Moving Image & Time Based Art			
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>			



In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: attending arranged classes (either physically or virtually), completing laboratory exercises and submitting any mid-module assessment materials. Course delivery and engagement monitoring methods are subject

\* Indicates that module descriptor is not published.

## Learning and Teaching

Students will be introduced to historical and contemporary animations through lectures and curated screenings. Guided computer lab exercises will equip students with technical and creative skills required for the creation of their own artworks.

### Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

### Student Learning Hours

(Normally totalling 200 hours):

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery	18
Laboratory/Practical Demonstration/Workshop	15
Tutorial/Synchronous Support Activity	15
Independent Study	152
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Daniels, D., Naumann, S. and Thoben, J., 2011. See this sound. Köln: Verlag der Buchhandlung, Walther König.

Dobson, N., Honess Roe, A., Ratelle, A. and Ruddell, C., 2018. The Animation Studies Reader. Bloomsbury.

Furniss, M., 2019. Art in Motion, Revised Edition. Baltimore, Maryland: Project Muse.

Keefer, C. and Guldemon, J., 2013. Oskar Fischinger, 1900-1967: Experiments in Cinematic Abstraction. Amsterdam: EYE Filmmuseum

Meyer, Trish and Chris Meyer (2016) After Effects Apprentice: Real World Skills for the Aspiring Motion Graphics Artist, Routledge

Wells, P., 2016. Understanding animation. London: Routledge.

Animation: An Interdisciplinary Journal (SAGE)

Animation Practice, Process & Production (Journal) (Intellect)

(\*\*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)

to variation, and students should refer to the module handbook for further clarification.

### Supplemental Information

<b>Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Arts & Media
<b>Moderator</b>	Chris MacKenzie
<b>External Examiner</b>	Dr Gina Wall
<b>Accreditation Details</b>	
<b>Version Number</b>	1.02

### Assessment: (also refer to Assessment Outcomes Grids below)

Portfolio of Practical Work (Creative Practice) 80% In response to a set brief, develop and create an experimental animation that demonstrates a range of techniques and materials.

Project Statement [Review/ Article / Critique / Paper] (20%) Produce a written project statement identifying the context and creative process underpinning a self-created experimental animation.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work		✓	✓	80	2

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓			20	0.5
<b>Combined Total For All Components</b>				100%	2.5 hours

#### Footnotes

A. Referred to within Assessment Section above B.  
Identified in the Learning Outcome Section above

#### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School) **UWS Equality and Diversity Policy**

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