Title of Module: Visual Storytelling (20 point)

Code: COMP07074	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Patrick Walder		

Summary of Module

The module explores aspects of cinematography and staging in visual media, with a particular focus on film and animation. Basic rules of camerawork, editing, colour and lighting design are introduced, and their application to specific narrative situations is discussed. Students put these concepts into practice by developing their own storyboards, camera shots and scene layouts. Suitable software tools are used to create previsualisation footage that can be used to support story development, or to aid planning for specific complex sequences.

- This module embeds the key "I am UWS" graduate attributes and in particular: Universal(keywords), Work Ready(keywords) and Successful (keywords) Academic Universal Critical Thinker Inquiring Work Ready Knowledgeable Problem-solver Successful Incisive Innovative Personal Universal Emotionallyintelligent Ethically-minded Culturally aware Work Ready Effective communicator Successful Creative Imaginative Professional Universal Collaborative Socially responsible Successful Daring

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.

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:
✓						

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Demonstrate knowledge and understanding of core concepts in cinematography and staging in visual media. L2. Apply appropriate techniques in scene layout, cinematography and lighting to convey a narrative in visual form. L3. Use suitable 3D software tools to generate effective previsualisation sequences based on existing script or storyboard materials.

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 Level 7. Understanding core concepts in cinematography and visual design for narrative media. Awareness of key techniques and approaches to staging in film and animation. Knowledge of core techniques in editing and camerawork, and their use in visual storytelling.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Application of appropriate techniques and approaches to staging in film and animation. Use of 3D software in generating previsualisation resources for narrative sequences.
Generic Cognitive skills	SCQF Level 7. Analysis and critical assessment of visual storytelling examples. Development of creative solutions to visual storytelling problems.
Communication, ICT and Numeracy Skills	SCQF Level 7. Use of appropriate software tools to produce visual narrative deliverables (eg. storyboard or 3D animatic). Production of clear written documentation explaining design decisions and concepts.
Autonomy, Accountability and Working with others	SCQF Level 7. Participation in group activities involving discussion, analysis and creation of visual narrative works.
	following:
	Module Code:	Module Title:
	Other:	

Pre-requisites:	Before undertaking this module the student should have undertaken the

Co-requisites	Module Code: COMP07010	Module Title: Introduction to Computer Animation

* Indicates that module descriptor is not published.

Learning and Teaching

The module is aimed at 1st Year students in the Computer Animation Arts programme, and covers key concepts relating to cinematography, staging and narrative in visual media. Examples from film and animation will be used to illustrate these ideas. The application of these concepts will take place using labbased workshops, in which students will be given tasks relating to the framing of specified narratives and required to develop possible solutions using a variety of methods. In addition to traditional storyboarding, the use of 3D previsualisation software tools will be explored in depth, and these tools will be used to produce detailed animatics from scripted scenes.

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)
Laboratory/Practical Demonstration/Workshop	36
Lecture/Core Content Delivery	12
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:

Students will require access to computing facilities and relevant software for workshop-based tasks. Use of web-based resources including YouTube will be a key component of the learning activities.

Katz, S.D. (2019). Film directing : shot by shot : visualizing from concept to screen. Studio City: Michael Wiese Productions.

Brown, B. (2016). Cinematography : Theory and practice: imagemaking for cinematographers & directors. New York: Routledge.

(**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)

Engagement Requirements

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: Students are expected to demonstrate engagement through submission of all coursework and attendance at scheduled lab and lecture sessions. Students should inform the lecturer of any external circumstance

requiring non-attendance. Missing any session without good reason and communication may result in removal from the module. Failure to submit coursework may also result in the removal from the module.

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/ Fail)	No
Subject Panel	Creative Computing
Moderator	Mark Carey
External Examiner	S Kennedy-Parr
Accreditation Details	
Version Number	1.07

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Assessment: (also refer to Assessment Outcomes Grids below)
Practical (100%): a portfolio of work based on lab workshop activities. Formative exercises will be incorporated into the lab tasks to enable students to gain feedback on their understanding of the module contents.
(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	✓	✓	✓	100	0
Combined Total For All Components				100%	0 hours

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

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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 oncontact 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

The University policies on equality and diversity will apply to this module: the content and assessment are based on the ability to communicate in English but are otherwise culture-neutral.This module is almost entirely computer based and students must be proficient computer users within a windows, icons and mouse pointer environment with the use of suitable aids where required.When a student discloses a disability an enabling support advisor will agree the appropriate adjustments to be made, consulting with the module coordinator if necessary.Further guidance available from Student Services, Enabling Support Co-ordinators or the University's Equality and Diversity Co-ordinator. 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)