

Session: 2024/25

<b>Title of Module: Animation History</b>			
<b>Code: COMP09103</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 5</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Mark Carey		

**Summary of Module**

The module will cover a history of animation, including key developments and artists. Students will study and evaluate a range of animation and the animators involved in their production. This will contextualise the content and form. Students should appreciate the wide diversity of animation across different cultures and approaches taken. Students will be expected to observe, evaluate and analyse the production processes and resultant outcomes.

Students will be expected to present, talk through and explain the studied materials.

Students will gain a wide exposure to the industry at large and its output.

Familiarisation with film language and convention is expected.

The purpose of the content and scope of the module is:

- To contextualise present day production practices developed from those of the past.
- To widen students awareness of animation types and cultural differences in content.
- To encourage students to debate and discuss their subject at a deeper level.
- This module embeds the key “I am UWS” graduate attributes and in particular:  
Academic Universal Analytical Personal Universal Culturally aware Work Ready  
Effective communicator Motivated Successful Creative Imaginative Professional  
Universal Collaborative Research-minded Socially responsible

**Module Delivery Method**

<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
✓					

**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.

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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:
✓						
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to: L1. Demonstrate knowledge through contextualisation and justification of differing approaches and styles to animation content and output in relation to intended delivery, culture and audience. L2. Identify and understand conventions of animation production through theoretical study. L3. Develop communication skills through written, visual and verbal form.	
<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. Students will increase knowledge and understanding of historical and contemporary animated forms. Exposure to a wide range of animation will be provided in context to the interrelationship of the animated image and the process of production.  Students will be able to draw a direct correlation between the development of animation production processes of the past with those of contemporary practice.  Students should challenge their predetermined expectations of animation in considering its liberties and restrictions as a medium.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Students will apply their knowledge of animation history by critically analysing and appraising historical context through verbal and written form. They will show understanding of their subject through the presentation of a cohesive argument which is justified and considered in detailing their thoughts and opinions on the subject.
Generic Cognitive skills	SCQF Level 9. Students will critically analyse and evaluate current thoughts and conjecture on key animators of the past and the legacy of impact on the development of the field of animation production.  Students will synthesise ideas and concepts to provide a clear flow of information which considers issues which are within the common

	understandings of the subject/discipline.	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9. Students are expected to communicate both through written material and oral presentation. Oral presentation should increase student confidence in public speaking and presentation/pitching skill. Written communication will provide skill essay writing and structure and accepted conventions of planning tools within the animation industry.</p> <p>Students will be expected to communicate their thoughts and rationale on both historical context and their original ideas. This will include precise clear instruction and justified rationale of the thought process in relation to their understanding of an application to animation production.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9. Students will be expected to work both autonomously and in small groups. This will form the basis of both summative and formative assessment elements. Students will therefore be accountable to their own deadlines and other individuals that they will be working in partnership with.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> COMP07010 COMP07011	<b>Module Title:</b> <u>Introduction to Computer Animation</u> <u>2D Computer Animation</u>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
The module will be delivered by means of lectures and seminar sessions. Lectures are aimed at providing knowledge of animation types and their deconstruction. Seminars involve the observation of animation for understanding and contextualizing their place within the genre. Seminars include student debate and discussion of animation and its key themes and developments. Students will be expected to undertake research topics and present their findings back to the seminar group through means of presentation and public speaking.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	5
Tutorial/Synchronous Support Activity	13
Independent Study	82
	100 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Animations as listed in the course content within the student handbook.

Wells, P. Understanding Animation. Routeledge.

Mascelli, J. The 5c's of Cinematography.

Beck, J. Animation Art

Thomas, B. Disney's Art of Animation.

Fabers, L. and Walters, H. Animation Unlimited.

Cavalier, S. The World History of Animation. Aurum Press Ltd.

Students should also explore library resources and online information in research for assessment outcomes.

(\*\*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:

Participating in class discussion and debate. Attending sessions and in particular the assessed presentations. Submission of assessment.

## Supplemental Information

<b>Programme Board</b>	Computing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Creative Computing
<b>Moderator</b>	John McQuillan
<b>External Examiner</b>	S Kennedy-Parr
<b>Accreditation Details</b>	
<b>Version Number</b>	1.06

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

The module is assessed through 100% coursework.

Students should demonstrate awareness of application and appraisal of production techniques and make justified comment and argument in line with issues presented through seminars, tutorials and lectures.

(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
Essay		✓	✓	50	50
Presentation	✓		✓	50	50
<b>Combined Total For All Components</b>				100%	100 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

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.

Students will be required take notes and make observations, as well as contributing to public speaking. Alternative forms of contribution will be possible to enable participation in any of the above should they prove prohibitive owing to Enabling support requirements.

Students will be required to watch and appraise various animation forms understanding the techniques applied. Observation is therefore a key requirement.

When a student discloses a disability an Enabling Support co-ordinator 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  
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)