

Cambridge **TECHNICALS LEVEL 3**

# ***DIGITAL MEDIA***

Cambridge  
**TECHNICALS**  
**2016**

**Unit 10**

**Create a digital animation**

**T/507/6396**

**Guided learning hours: 60**

**Version 2 September 2016**

## LEVEL 3

### UNIT 10: Create a digital animation

T/507/6396

**Guided learning hours:** 60

**Essential resources required for this unit:** Animation software

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Animations are all around us in the media from those which are used in an educational context to animations in games, TV and Cinema these have become progressively more advanced from early cel animations and stop motion through to present day 3D animations.

By completing this unit, you will explore how animations are produced and the different techniques that are used to produce these animations, you'll explore different animation studios and characters, and how these are influenced by the culture that influence their production and the audiences they are aimed at. You'll be able to plan for and produce a short animation, or a section of an animated production, including the risks associated with production, and be able to test and justify choices that you have made for your animation to ensure suitability for the targeted audience.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the types and uses of animations	1.1 to explain the structure and techniques of digital animations, i.e. <ul style="list-style-type: none"> <li>• line drawing</li> <li>• cel animation</li> <li>• hand-drawn animation</li> <li>• rotoscoping</li> <li>• live action animation</li> <li>• stop motion (e.g. claymation)</li> <li>• 2-D/3-D animation (e.g. computer-generated images)</li> <li>• character animation</li> </ul> 1.2 to explain the nature of the digital animation and its target audience, i.e. <ul style="list-style-type: none"> <li>• TV programme</li> <li>• children's animations</li> <li>• film</li> <li>• advert</li> <li>• comedy</li> <li>• horror</li> <li>• super hero</li> <li>• anime</li> <li>• manga</li> <li>• fantasy</li> <li>• adventure</li> </ul> 1.3 to explain the use of characters, environments and themes in the global culture context of animations, for example from the following studios: Aardman, Ray Harryhausen, Ghibli, Pixar and DreamWorks           1.4 storyline based on a situation or series of events, or storyline based on a character           1.5 development versus running time, i.e. <ul style="list-style-type: none"> <li>• durations:               <ul style="list-style-type: none"> <li>○ advert (30 seconds)</li> <li>○ children's cartoon (5 minutes)</li> <li>○ animated film</li> </ul> </li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to plan an animation to a client brief</p>	<p>2.1 to develop a plan for an animation for a web or mobile device to a client brief, e.g.</p> <ul style="list-style-type: none"> <li>• storyline based on a situation or series of events, or storyline based on character</li> <li>• identify potential hazards/risks and find solutions to any problems</li> <li>• a day-to-day running order, including equipment and resources</li> <li>• include details of which crew and voice artists are required, including time, and scene to be recorded</li> </ul> <p>2.2 planning documents, e.g.</p> <ul style="list-style-type: none"> <li>• medium, running time, synopsis, target audience, purpose</li> <li>• written interpretation using an industry standard format</li> <li>• an industry standard series of panels or rough sketches that outline the sequence of the scenes, the action and the plot of the short animation or the sequence of an animation character's development - drawings based on animated movement, including sound</li> <li>• 2-D/3-D set, backplates</li> </ul> <p>2.3 SWOT analysis (e.g. audience, cross-platform opportunities, competitors, uniqueness of animation, expansion of audience, further marketing opportunities that could be exploited)</p>
<p>3. Be able to create a planned animation</p>	<p>3.1 to use the desired medium to create the planned promotional animation, i.e.</p> <ul style="list-style-type: none"> <li>• 2-D/3-D set, backplates</li> <li>• including cameras, tripods, dollies, lighting, sound equipment</li> <li>• use the pre-production material as reference for the production process</li> <li>• work within the scope of the risk assessment and health and safety guidelines</li> <li>• direct voice-over cast and crew to realise your visualisation of the pre-production material; record the animation, depending on process record sequences in order; make notes with reference to the storyboard</li> <li>• detail each shot on a log sheet; identify time code and description of all shots; select appropriate footage from the log</li> <li>• produce a rough edit by placing the selection of shots into the sequence in order, without applying transitions; make notes with reference to the storyboard and suggest changes</li> <li>• apply visual effects (e.g. filters, colour correction, Chromakey)</li> <li>• apply transitions (e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits)</li> <li>• audio dub, checking audio levels; apply wild tracks and make corrections where necessary; apply audio/sound</li> <li>• apply effects (e.g. reverbs, thunder); apply soundtrack/music track to visuals</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.2 optimise the animation (e.g. size versus quality, frame optimisation, colour optimisation, compression optimisation, exported file type used)</p> <p>3.3 to use testing techniques, e.g.</p> <ul style="list-style-type: none"><li>• test</li><li>• tune and debug using (e.g. test plans)</li><li>• user testing</li></ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the types and uses of animations	P1: Explain the different techniques for animation	M1: Assess the suitability of animations for the target audience	D1: Compare the different styles of animations across global cultures
	P2: Describe the uses for digitised animation in the media		
2. Be able to plan an animation to a client brief	P3*: Develop concept ideas and sequence for an animation to meet a client brief  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
	P4*: Create a pre-production plan for the animation  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M2*: Complete a SWOT analysis for the intended animation for the client  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	
3. Be able to create a planned animation	P5: Create the content for the animation	M3: Optimise the content for use in the final animation	
	P6: Complete and edit the animation content in line with the plan		D2: Justify the choice of animation technique for the frame rate and duration

## \*SYNOPTIC ASSESSMENT

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When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

## ASSESSMENT GUIDANCE

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### LO1 Understand the types and uses of animations

- P1/P2:** Learners must explain the different genres (at least two) and uses of digital animations (at least two) as outlined in the teaching content; they must give examples to illustrate their explanation. This could be evidenced using a formal written report or a presentation that includes detailed speaker notes.
- M1:** Learner must be able to assess the suitability of animations for the target audience. This can be evidenced as an extension of the evidence produced for P2.
- D1:** Learners must compare and contrast different genres of animation across global cultures. This could be evidenced using a formal report or presentation with detailed speaker notes including images to reinforce the comparisons and contrasts that have been drawn.

### LO2 Be able to plan an animation to a client brief

- P3/P4:** Learners must visualise ideas for their animation, using, as far as possible industry standard methodologies. Evidence of the planning of the animated production, depending on the type of animation, could take the form of annotated sketches and drawings, computer modelling with notes, an audio-visual presentation, or a verbal presentation with supporting slide show.
- M2:** Learners must complete a SWOT analysis for the intended animation for the client. This could be evidenced by a formal written report or a presentation with detailed speaker notes or a video presentation.

### LO3 Be able to create a planned animation

- P5:** When generating and producing the new animated production, learners should, where possible, work to deadlines and follow industry standard production processes. This could be evidenced through screen recordings with a voice-over or a formal written report with screen captures to show how the animation has been generated.
- P6:** When editing the animation footage, learners should, where possible, work to a deadline and follow industrial standard production skills. Evidence for this could be photographs showing the learner using editing equipment, and the edited animation product.
- M3:** Learners must be able to optimise their final content for use in the final animation. This could be evidenced by a formal written report including screen captures of the optimisation process, or a screen recording with an audio commentary of the optimisation process.
- D2:** Learners must justify the choices of animation techniques for the frame rate and duration of the animation. This could be evidenced as a formal written report, or a presentation with detailed speaker notes.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Digital Content for Interactive Media specialist pathway).

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work-experience at an animation studio to gain relevant knowledge of the production processes that occur for a commercial animation.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A scenario/project could be set in coordination with industry practitioners for the development of an animation for a specified purpose.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Guest lectures from a local game and software house developers could provide master classes on animation creation skills and techniques.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioners could be invited in to review prototype animations developed by learners and provide feedback or answer a question and answer session on their findings.

To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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