



<b>Unit Title</b>	Human and Creature Mechanics
<b>FHEQ Level</b>	Level 4
<b>Unit Code</b>	ANI18104
<b>Credit Value</b>	30 Credits
<b>Unit Type</b>	Subject (Compulsory)

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	90	Independent Study	125
Supervised access to resources		Preparation for Assessment	20
		Unsupervised Access to Resources	65
<b>Total</b>			<b>300</b>

### Unit Description

Following on from the animation fundamentals unit, this unit is to further advance your animation skills in body mechanics. Working with a biped and quadruped rig you will learn to understand the forces to create movement and weight in such actions as walks, jumps, turns or interaction with objects.

Through a series of short exercises, students will learn to quickly block out key poses and timing of both a human form and that of a creature. Studying behavioural movements through reference and research, students will be encouraged to develop simple actions that reflect common tasks that take on the mechanics of their chosen subject.

Life drawing classes and observational studies will continue throughout the unit, building upon the first term work in studying form, rhythm and personality behaviour.

Observational studies and quick sketches will be the foundation again to help students develop different drawings techniques and styles to capture movement.

The unit will also support unit ANI18103, by implementing your assets created in to your animation and applying elements of filmic language, which is also touched upon in unit ANI18103. Planning and testing ideas is also key to successfully applying your research to visually represent your work.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.

## 5. Originate / creativity meets technology.

### Unit Indicative Content

- Demonstrating a specialist area within your subject.
- Identifying appropriate reference and research.
- Experimenting with possible options and workflows for testing purposes.
- Applying cross unit techniques to enhance learning.
- Communicating ideas and meeting a level of professionalism.
- Life drawing classes.

### Unit Aims

- Effective research of body movements and mechanics, to inform knowledge and reference.
- Further develop your animation skills in different mediums.
- To work professionally, meeting deadlines and manage goals independently.
- Demonstrate knowledge taken from other units and to successfully embed them in to new workflows.
- Effectively demonstrate and communicate your work visually.

### Unit Learning Outcomes

#### LO 1 Research/Inspiration

Demonstrate your capacity for information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**Related Principle: ORIGINATE**

#### LO 3 Development/Prototyping

Demonstrate a range of tests and solutions, informed by knowledge of the principles of the creative process.

**Related Principle: INTEGRATE**

#### LO 5 Presentation /Storytelling For Influence

Evidence effective communication of projects, whether in visual, oral or written form.

**Related Principle: ADVOCATE**

#### LO 7 Employability

Evidence nurturing professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

**Related Principle: CULTIVATE**

## Learning and Teaching Methods

- Briefings (Unit leader)
- Seminars (Course team)
- Workshops (Course team and industry guests)
- Tutorials (One to one with tutors and online)
- Self-Directed Study (Yourself)

## Assessment methods and tasks

*Formative assessment* will be held half way into the unit. This will be a one to one session with your tutor discussing your progress.

*Summative assessment* will be graded with written feedback on your final submission/s which will be uploaded using Moodle and Google drive.

Assessment tasks	Weighting (%) ( <i>one grade or multi-grade unit</i> )
A development blog.	100% (all work marked holistically)
A range of human and creature animations.	

## Indicative Assessment Criteria

*Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.*

- Evidence of research informing a range of locomotive movements (LO1)
- A coherent body of tests and solutions within the choice of medium. (LO3)
- Effective communication skills both verbally and screen based. (LO5)
- Demonstration of both technical and professional skills. (LO7)

## Essential Reading list

1. Luhta, E. and Roy, K. (2013) How to cheat in Maya 2014. Burlington, MA, Focal Press.
2. Mattesi, M. (2017) Force: Dynamic Life Drawing. Florida, CRC press.
3. Osborn, K. (2015) Cartoon Character Animation with Maya. New York, Bloomsbury.
4. Whitaker, H. and Halas, J. (2002) Timing for animation. Oxford, Focal.
5. Williams, R. (2009) The Animator's Survival Kit. London, Faber & Faber

Further reading and resources will be identified in your Project Brief