



<b>Unit Title</b>	Character Modelling and Rigging
<b>FHEQ Level</b>	Level 5
<b>Unit Code</b>	ANI18202
<b>Credit Value</b>	15 Credits
<b>Unit Type</b>	Subject (Compulsory)

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	37.5	Independent Study	80
Supervised access to resources		Preparation for Assessment	10.5
		Unsupervised Access to Resources	22
<b>Total</b>			<b>150</b>

### Unit Description

Building on level 4's unit ANI18103, you will continue to develop your modelling skills looking more specifically at character modelling. Building a biped character, you will then be taught how to rig it, whilst seeing how effective coding can be in the process.

The modelling and rigging of a character is to further support your animation skills, by understanding how characters are developed in a 3D pipeline. This is to encourage you to think how these skills will inform your level 6 projects and your professional practice.

Students will also document their progress and research in the form of a blog throughout the unit, to help them reflect and evaluate their findings for final submission.

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

- Modelling and rigging workshops.
- Python techniques to support rigging.
- Workflow and pipeline testing.
- Anatomy reference.
- File sharing.

## Unit Aims

- To further advanced technical and software knowledge.
- To introduce new roles to support specialist subject.
- To widen student's minds to the animation pipeline.
- To Encourage collaborative thinking.
- To enable students to start identifying their role in a professional context.

## Unit Learning Outcomes

### LO 3 Development/Prototyping

Analyse a range of potential pathways that result in appropriate solutions, informed by an understanding of the principles of the creative process.

**Related Principle: INTEGRATE**

### LO 4 (Pre) Production

Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

**Related Principle: COLLABORATE**

### LO 8 Professional Identity

Investigate specific professional contexts to situate your own practice

**Related Principle: CULTIVATE**

## Learning and Teaching Methods

- Briefings (Unit leader)
- Workshops (Course team)
- Self-Directed Study (Yourself)
- Online Activity (Students and Staff)
- Collaborative (Pairing up with a class member)

## 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. Screen video capture of final Model and Rig in action.	100% (all work marked holistically)

## 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.*

- Analytically explore a range of tests to show your technical understanding. (LO3)
- Produce a finished piece showing a process of the workflows entailing modelling and rigging. (LO4)
- Establish skills that inform your practice within a professional context (LO8)

## Essential Reading list

1. Amin, Jahirul. (2015) *Beginner's Guide to Character Creation in Maya*. UK, 3dtotal Publishing.
2. Amin, Jahirul. (2015) *Beginner's Guide to Character Creation in Maya*. UK, 3dtotal Publishing.
3. Galanakis, R. (2014) *Practical Maya programming with Python*. Birmingham, Packt Publishing.
4. Legaspi, C. (2015) *Anatomy for 3D Artists: The Essential Guide for CG Professionals*. UK, 3dtotalPublishing.
5. O'Hailey, T. (2013) *Rig it Right! Maya Animation Rigging Concepts*. Massachusetts, Focal Press.
6. Spencer, Scott, Gaboury, Paul and Keller, Eric. (2010) *Zbrush Digital Sculpting*. Indianapolis. Wiley Pub.

Further reading and resources will be identified in your Project Brief