

University of Wales - Wuhan University of Technology

BA(Hons) Art and Design

**Appendix 3
Assignment and Project Briefs**

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School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Communication, Context, Change	Level: Yr1	Semester:
Project Title:	1,500 word illustrated essay		
Co-ordinator		Project No: 1	of: 3
Tutor:			

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Historical and Contextual Studies essay chosen from list attached

Texts, hints and tips

- For research, see module reading list and/or handouts
 - Refer to Historical & Contextual Studies handbook for information on referencing/correct layout etc.
-

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Demonstrate a broad knowledge and understanding of the concepts and principles pertaining to the area of study, and an awareness of the role of visual artefacts as carriers of meaning and value within a social context.
- 2 Use source material to develop structured and coherent arguments in response to a brief.
- 3 Use skills in visual observation, description and interpretation to develop and support writing.
- 4 Organise ideas clearly, following guidelines for academic presentation.
Demonstrate independence of thought, research and learning.

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Evidence of knowledge and understanding of module content and awareness of social context.
 - 2 That research of an area of study has been used to develop and structure coherent arguments.
 - 3 Engagement with skills in visual observation, description and interpretation and application of these considerations in support of ideas/arguments.
 - 4 Clarity of communication using appropriate presentation skills.
 - 5 Evidence of independent thought, learning and research.
-

Work required

- 1,500 word illustrated essay
- Assignment should be word processed and in suitable folder, accompanied by this completed Project Brief form
- All essays MUST have adequate referencing and a bibliography

Submission Information

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
Structure – clear and relevant structure with logical introduction and conclusion					
Research – thorough and appropriate background research which adequately acknowledges sources					
Personal insight and knowledge – sound understanding of topic and awareness of relevant concepts/theories; good evaluative skills					
Communication and Presentation – clear writing style, accurate grammar and punctuation, presentation guidelines followed, visually enhanced					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

HISTORICAL AND CONTEXTUAL STUDIES

Module: Year one: Communication, Context, Change

Tutor: xxxxxx

Assignment one: 1,500 word illustrated essay on one of the following (MUST include a bibliography and references)

1. You have been asked to prepare an illustrated talk to novice type users on 'What you need to know about choosing typefaces'. Outline the main topics and illustrations you would choose.
2. Prepare a detailed report on colour in books, posters and other graphic objects throughout history.
3. Discuss some of the different approaches that have been taken to writing about the history of graphic design. Illustrate the approaches you discuss by referring to specific books or articles you have read.
4. The dedication on Trajan's Column was regarded in the early part of this century as the most perfect and highly-developed form of the Roman inscriptional letter. Say how you think this conclusion was reached, and comment on its validity.

IMPORTANT NOTES:

- Your work **MUST** include a bibliography of book read and used in your writing. Please read the guidelines.

This assignment was handed out on: xxxxxx

The deadline is: xxxxxx

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Communication, Context, Change	Level: Yr1	Semester:
Project Title:	2,000 word illustrated essay		
Co-ordinator		Project No: 2	of: 3
Tutor:			

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Historical and Contextual Studies essay chosen from list attached

Texts, hints and tips

- For research, see module reading list and/or handouts
 - Refer to Historical & Contextual Studies handbook for information on referencing/correct layout etc.
-

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Demonstrate a broad knowledge and understanding of the concepts and principles pertaining to the area of study, and an awareness of the role of visual artefacts as carriers of meaning and value within a social context.
- 2 Use source material to develop structured and coherent arguments in response to a brief.
- 3 Use skills in visual observation, description and interpretation to develop and support writing.
- 4 Organise ideas clearly, following guidelines for academic presentation.
Demonstrate independence of thought, research and learning.

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Evidence of knowledge and understanding of module content and awareness of social context.
 - 2 That research of an area of study has been used to develop and structure coherent arguments.
 - 3 Engagement with skills in visual observation, description and interpretation and application of these considerations in support of ideas/arguments.
 - 4 Clarity of communication using appropriate presentation skills.
 - 5 Evidence of independent thought, learning and research.
-

Work required

- 2,000 word illustrated essay
- Assignment should be word processed and in suitable folder, accompanied by this completed Project Brief form

All essays MUST have adequate referencing and a bibliography

Submission Information

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
Structure – clear and relevant structure with logical introduction and conclusion					
Research – thorough and appropriate background research which adequately acknowledges sources					
Personal insight and knowledge – sound understanding of topic and awareness of relevant concepts/theories; good evaluative skills					
Communication and Presentation – clear writing style, accurate grammar and punctuation, presentation guidelines followed, visually enhanced					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

HISTORICAL AND CONTEXTUAL STUDIES

Module: M1X9164 Communication, Context, Change

Tutor: xxxxxx

Assignment two: 2,000 word illustrated essay on one of the following (MUST include a bibliography and references)

5. In designing a document such as a magazine or journal, which aspects of the design process should be carried out away from the computer and what should be carried out using a computer? Discuss the reasons for your choice and the implications of this.
6. Can the knowledge and skills acquired in relation to designing printed material be transferred to the design of screen-based information retrieval systems? Discuss and illustrate your case.
7. What validity and reliability do pictures have in the electronic age? What do you consider to be the consequences of the seamless editing of pictures?
8. Design software is available for everyone. Should it be? Illustrate your thoughts with examples of 'professional', vernacular and hand-made graphics.

IMPORTANT NOTES:

- **xxxxx**

This assignment was handed out on: xxxxxx

The deadline is: xxxxxx

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Design, Audience, Consumer	Level: Yr2	Semester: 1
Project Title:	2,000 word illustrated essay		
Co-ordinator:		Project No: 1	of: 3
Tutor:			

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Historical and Contextual Studies essay chosen from list attached

Texts, hints and tips

- For research, see module reading list and/or handouts
 - Refer to Historical & Contextual Studies handbook for information on referencing/correct layout etc.
-

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Demonstrate a knowledge and comparative understanding of the processes and concepts pertaining to the area of study, and a critical awareness of the role of visual artefacts as carriers of meaning and value within a social context.
- 2 Use skills in visual observation, analysis, evaluation and interpretation, apply these appropriately and critically.
- 3 Make substantial use of research to develop coherent and relevant arguments.
- 4 Communicate ideas articulately and effectively, with appropriate presentation skills.
- 5 (Dissertation proposal: Propose and develop a coherent and relevant topic for extended self-directed research.)

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Evidence of knowledge and comparative understanding of module content and critical awareness of social context.
 - 2 Engage with critical skills in visual observation, analysis, evaluation and interpretation.
 - 3 That research skills have been used effectively to develop coherent and relevant arguments.
 - 4 Clear and effective use of communication using appropriate presentation skills.
 - 5 Evidence of independence of thought and research.
-

Work required

- 2,000 word illustrated essay
- Assignments should be word processed and in suitable folder, accompanied by this completed

Project Brief form

- All essays MUST have adequate referencing and a bibliography

Submission Information

Hand in Date: **xxxxxx**

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Design, Audience, Consumer	Level: Yr2	Semester: 1
Project Title:	2,500 word illustrated essay		
Co-ordinator:		Project No: 2	of: 3
Tutor:			

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Historical and Contextual Studies essay chosen from list attached

Texts, hints and tips

- For research, see module reading list and/or handouts
 - Refer to Historical & Contextual Studies handbook for information on referencing/correct layout etc.
-

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Demonstrate a knowledge and comparative understanding of the processes and concepts pertaining to the area of study, and a critical awareness of the role of visual artefacts as carriers of meaning and value within a social context.
- 2 Use skills in visual observation, analysis, evaluation and interpretation, apply these appropriately and critically.
- 3 Make substantial use of research to develop coherent and relevant arguments.
- 4 Communicate ideas articulately and effectively, with appropriate presentation skills.
- 5 (Dissertation proposal: Propose and develop a coherent and relevant topic for extended self-directed research.)

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Evidence of knowledge and comparative understanding of module content and critical awareness of social context.
 - 2 Engage with critical skills in visual observation, analysis, evaluation and interpretation.
 - 3 That research skills have been used effectively to develop coherent and relevant arguments.
 - 4 Clear and effective use of communication using appropriate presentation skills.
 - 5 Evidence of independence of thought and research.
-

Work required

- 2,500 word illustrated essay
- Assignments should be word processed and in suitable folder, accompanied by this completed

Project Brief form

- All essays MUST have adequate referencing and a bibliography

Submission Information

Hand in Date: **xxxxxx**

Module Title:	Level 2	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
Structure – clear and relevant structure with well reasoned conclusion					
Research – thorough and appropriate background research which adequately acknowledges a wide range of sources					
Personal insight and knowledge – sound understanding of topic and awareness of relevant concepts/theories; critical reflection and evaluation					
Communication and Presentation – fluent writing style, accurate grammar and punctuation, presentation guidelines followed, visually enhanced					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

Assignment two: 2,500 word illustrated essay on one of the following (MUST include a bibliography and references)

1. Choose a number of 20th/21st Century designers (for example, graphic designers, architects, product designers, fashion designers, illustrators) whose work you consider to be Modernist, and others whose work you consider to be Postmodern in style. Discuss why their work falls into either definition, and the merits and restrictions of Modernist and Postmodern design principles.
2. How have branding and advertising had an impact on consumer culture in Western Society? Discuss in relation to any relevant social, political, cultural and/or technological developments in the 20th/21st Century.
3. Geometry has been used by generations of graphic designers, typographers and artists as a device to achieve visual order and consistency in their layouts. Is the grid still relevant to contemporary graphic design? Discuss the advantages, and potential disadvantages of applying geometry in design with reference to specific examples.
4. Many examples of graphic communication that we encounter in our everyday lives are the work of people who would not call themselves professional designers. It has been argued that professional design is about effective communication. Discuss what you consider to be effective communication, with reference to meanings in a cultural context.
5. In recent years, designers (graphic and advertising) have shown an increased awareness towards social responsibility – design shapes people’s perceptions, behaviour and desires. What do you understand by the term ‘ethical design’? What do you consider to be your social responsibilities as a designer? Discuss in the context of social, political, cultural and/or technological developments with reference to specific examples.

Important Notes

- All essays must be double-spaced, using between 10–14pt text size, double line spaced (eg. 12pt on 24pt) and accompanied by a full Bibliography and references to sources. Pay close attention to the accuracy of your writing (grammar and punctuation) and the layout and presentation of your work.
- It is recommended that you support your discussion with illustrations or other relevant visual examples. Check the guidelines if you are unsure on anything – or come and see me ASAP!

This assignment was handed out on: xxxxxx
The deadline is: xxxxxx

Module Title:	Level 2	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
Structure – clear and relevant structure with well reasoned conclusion					
Research – thorough and appropriate background research which adequately acknowledges a wide range of sources					
Personal insight and knowledge – sound understanding of topic and awareness of relevant concepts/theories; critical reflection and evaluation					
Communication and Presentation – fluent writing style, accurate grammar and punctuation, presentation guidelines followed, visually enhanced					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

Assignment one: 2,000 word illustrated essay on one of the following (MUST include a bibliography and references)

- 1 Can there be true originality in design, or is all invention re-invention?
Discuss with reference to appropriation, pastiche, parody, plagiarism, historicism and the recycling of imagery generally in contemporary design practice.
- 2 Graphic designs often display the influence of movements in fine art.
Choose three such examples of design, or advertising campaigns, from different periods of the twentieth century; in each case identify the art movement, and critically analyse in what way the artwork / campaign has been influenced.
- 3 'Designers who devote their efforts to advertising, marketing and brand development are supporting, and implicitly endorsing, a mental environment so saturated with commercial messages that it is changing the very way citizen-consumers speak, think, feel, respond and interact'. (Garland et al, First Things First Manifesto, 1964) Discuss your views on this statement with reference to the role of graphic design in a Capitalist society.

Important Notes

- All essays must be double-spaced, using between 10–14pt text size, double line spaced (eg. 12pt on 24pt) and accompanied by a full Bibliography and references to sources. Pay close attention to the accuracy of your writing (grammar and punctuation) and the layout and presentation of your work.
- Make sure you refer specifically to the question, and do not divide your essay into sub-headings.
- It is recommended that you support your discussion with illustrations or other relevant visual examples. Check the guidelines if you are unsure on anything – or come and see me ASAP!

This assignment was handed out on: **xxxxxx**
The deadline is: **xxxxxx**

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	3D Computer Animation	Level:	4	Semester:	
Project Title:					
Co-ordinator		Project No:	1	of:	
Tutor:					

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

You are requested to produce a 20 second (minimum) animation production under the title '*Dancing*'.

Begin with the music clip you wish to have your character dance to. Choreograph the dance moves using animation references such as video of you or your friends dancing, or professional dancers. From these references, storyboard the dance moves your character will perform, scan the boards and time them to the music (leica reel). Then animate your character performing the dance, concentrating on strong poses. Research should be done into the type of dancing your character is performing, meaning and interpretations of the motions, the music, the art direction of the style for the piece, appropriate lighting, textures camera animation (if any) and so forth.

The goal of your animated dance is to affect an audience emotionally in some way, articulate the emotions you that wish to communicate and to be felt by your audience.

Examples of dance style could be any of the following (or another style that you research):

- 1 The Macarena
- 2 Ballet
- 3 Contemporary Dance
- 4 Jive
- 5 The Horon
- 6 Irish Jig
- 7 The Running Man
- 8 Samba
- 9 Hip Hop-Krumping
- 10 Flamenco

Research your chosen era, incorporating sketches, images and designs into your submission disc on a report detailing the look and design of your dance animation. (4 to 6 pages including images and sketches).

The model that you use for the dance can be a pre-rigged available model such as Meeper, Alfred, Andy or a model of your own choosing or own creation.

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Knowledge and understanding in the manipulation of appropriate software to edit animation within 2D and 3D space.

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Apply appropriate digital animation editing techniques and principles to the work. Use the correct terminology and functions in the software skills relevant to animating in 2D and 3D software.

Work required

To provide formative feedback, you are requested to present in class:

1. Your leica reels (with soundtrack) and a presentation of your dance research.
Class time the week of ...
- 2 your blocked animation (playblasted and edited with soundtrack)
Class time the week of ...
- 3 your final animation (playblasted and edited with soundtrack), and render and lighting test renders with textures added.
Class time the week of ...

Submission Information

Hand in final production recorded onto DVD. No loose submissions accepted (no papers) all work must be scanned and saved to disc.

Animation movie must be rendered and saved as a PAL DV .avi file, also turn in your Maya project directory including your scene files, any files for texturing, video of your animation references, storyboards and leica reel, and any other drawings done for animation reference, as well as your research report-Microsoft word file type.

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
<u>Research and Analysis</u>					
<u>Conceptual Development</u>					
<u>Communication</u>					
<u>Realisation and Application</u>					
<u>Pesentation and Evaluation</u>					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	3D Computer Animation	Level:	4	Semester:	
Project Title:	Walk to Run				
Co-ordinator		Project No:	2	of:	
Tutor:					

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

You are required to produce a 20 second (minimum) animation production under the title '*Walk to Run*' for this project you need to create your own bipedal character: modelling and rigging it for animation.

Here is a 2D animated example of a concept:

<http://www.youtube.com/watch?v=XcMEzzYHlxY>

Animation

In 20 seconds of fully rendered animation, have your biped character perform a characteristic walk, at some point your character should then run. The scenario is up to you, but the walking element should take no less than 8 seconds and the running element should take no less than 8 seconds, the entire clip must be at least 20 seconds, but may be longer, but nothing over 30 seconds. Proper attention to the weight of the character should be paid, also remember to use proper staging and all other appropriate principles of animation in your work.

Report

In a written report you will detail the production of this short, begin with the design and research for the look of the character that you develop, the stages in its production. Include photographs or drawn references that you followed. Include references for animation, for example videotaped footage of walking and running in the style of the character you have created, include storyboards and a leica reel and talk about them in your report. Include a section in your report about the environment, why did you pick a certain environment to fit with the animation? Include photographs or drawings that you used as reference material. Describe the process that you used to rig and skin the character and how it worked. The report should focus on the development of the animation, but describe all the issues involved with the production. The report should be between 4-6 pages with illustrations.

Leica Reel

Scan your storyboards and edit them together into a movie for reference, include this in your disc.

Audio used for the animation should be free of copyright (public domain, stock, or original). See Adam for stock audio checkout, there is a collection of cd's for this purpose. There are also websites that host royalty free music and sound effects, alternatively you may create your own.

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 An understanding of simulated motion and actions and its representation within 2D and 3D software (from “forces” through to an interpretation of human walks and runs)
- 2 Knowledge and understanding in the manipulation of appropriate software to edit animation within 2D and 3D space.

Assessment Criteria

To achieve these outcomes your work must show:

- 1 -Produce realistic motion through the functions and manipulation of the animation tools in the software.
-Create convincing movement through the selection and use of keyframing rotation (FK) and translation (IK) (sic).
- 2 -Apply appropriate digital animation editing techniques and principles to the work.
-Use the correct terminology and functions in the software skills relevant to animating in 2D and 3D software.

Work required

On your submission disc, please have **4 folders**

1 Final movie

Here put your dv avi movie, use your name in the title

2 Leica

Here put your dv avi move leica reel and another folder with the individual storyboards and any reference materials

3Project

Here make sure that your project directory contains your scene file, source images, and any other needed directory (Maya Project Directory).

4report

Here put your Microsoft word report, containing model sheets, sketches, animation reference, etc within the report. Animation reference clips can also be in this folder.

Submission Information

To provide formative feedback, you are requested to present in class:

1. Your model sheets, expression sheets and leica reels (with soundtrack) and a presentation of your walk and run reference research.
Class time the week of ...
- 2 Your modelled and rigged characters with animation tests (range of movements tests)
Class time the week of ...
- 3 Your animation (playblasted and edited with soundtrack) render and lighting test renders with textures added
Class time the week ...
- 4 your final animation (rendered and edited with soundtrack). Along with all other materials.
Submitted to faculty office on disc ...

All of the above materials should be included on your submission disc for the ... along with the final animation

Hand in final production recorded onto DVD. No loose submissions accepted (no papers) all work must be scanned and saved to disc. You MUST check and verify that your disc works on a lab machine at the University prior to submission.

The Animation movie must be rendered and saved as a PAL DV .avi file, also turn in your Maya project directory including your scene files, any files for texturing, video of your animation references, storyboards and leica reel, and any other drawings done for animation reference, as well as your research report.

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
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| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
<u>Research and Analysis</u>					
<u>Conceptual Development</u>					
<u>Communication</u>					
<u>Realisation and Application</u>					
<u>Pesentation and Evaluation</u>					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	3D Character Animation	Level:	5	Semester:	
Project Title:	Character Animation Portfolio				
Co-ordinator		Project No:	1	of:	
Tutor:					

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

This brief is meant to encourage you in creating a portfolio of character animation that showcases your competency. There will be a total of 10 character animation exercises that are required to be submitted.

In addition to the animations you are also required to **write a critique analysis** of your animation:

The report should include a paragraph each on the following:

- *a written description of the scenario of your animation
- *summary of the feedback given by others in the development of the animation and your response or evaluation of their feedback
- *the progression of the animation from your viewpoint on each animation exercise.
- *Include and describe the reference that you used to create the animation and describe the process you have worked out.
- *analyze the effectiveness of your effort and outline further work if indicated

A written page per animation should be adequate to total a 10-15 page report for the module. The first five pages would be due at the first submission date, along with the corresponding five animations. The remaining pages would be due alongside the remaining animations

You are provided with various rigged models for 6 of the animations (or you may rig your own model for all of the animations). The remaining 4 animations must be accomplished by using a model of your own construction and rigging (Nos. 4 and 10 may be the same model(s) and rig, or you may design multiple ones).

There is a minimum time for the exercises, but you may use more time than the minimum. The exercises are as follows:

<u>Animation Exercises</u>	<u>model</u>	<u>min time</u>
1. Pushing a heavy box	provided model, pre-rigged	8 second
2. Drinking from a container	provided model, pre-rigged	8 seconds
3. Ballet dance	provided model, pre-rigged	8 seconds

4. Opening a door and walking through	model and rig by student	10 seconds
5. Lifting a heavy bowling ball	provided model, pre-rigged	8 seconds
6. Life and sensitivity in puppet form	model and rig by student	8 seconds
7. Quadruped battle	models and rigs by student	8 seconds
8. Singing lip sync	provided model, pre-rigged	15 seconds
9. Shakespearean soliloquy	provided model, pre-rigged	15 seconds
10. Dialogue lip sync clip	models and rigs by student	11 seconds

Texts, hints and tips

Portfolio Animation 1: Pushing a Heavy Box

8 Seconds Minimum

Scenario:

The pre-rigged character is confronted with a box that must be moved. Show the character's efforts in pushing the box. Refer to the principles of animation and be sure to show anticipation.

Portfolio Animation 2: Drinking from a Container

8 Seconds Minimum

Scenario

Propose a scenario for a pre-rigged character, drinking from a container. It could be a wine tasting event, a very hot beverage, etc...show the character's essence.

Portfolio Animation 3: Ballet Dance

Minimum 8 secs

Using a pre-rigged character create a ballet sequence using reference. This clip should include a plie. You may use your own reference, these links are provided:

<http://www.youtube.com/watch?v=jeYHvyM-Chc> and

<http://www.youtube.com/watch?v=7O9mBG9vm44>

Portfolio Animation 4: Opening a Door and Walking Through

Minimum 8 secs

Express the state of mind or personality of a character as they open a door and walk through it. Set up a door to open and use a model and rig created by you, the student of a human character to take a minimum of 4 steps into the room.

Portfolio Animation 5: Lifting a Heavy Bowling Ball

Minimum 8 seconds

The pre-rigged character is confronted with a bowling ball that is heavy; he must use both hands to lift it. Show the character's efforts in lifting the ball. Refer to the principles of animation and strive to have the personality of the character come through.

Portfolio Animation 6: Life and sensitivity in puppet form

Minimum 8 secs

For this exercise you will use models and rigs created by you the student You are asked to model and animate a character in the style of Jim Henson's Muppets. You will need to animate from a sound clip (from the folder provided in class or choose one of your own) and construct your own model with a simple rig to move the head, eyes, etc. Puppeteers have an instinctive level of control and appreciation of movement for their characters. You will need to decide what style works best for your clip, e.g. the pathos and comedy of Fozzy's stand-up routines? Or, alternatively, the wicked heckling of Statler and Waldorf? Whatever direction you take it is important to

research how the puppeteers created some wonderful animation from simple pieces of foam, ping pong balls, rods, etc. Always ensure the animation is believable and retains a sense of life and sensitivity in your character's performance.

Portfolio Animation 7: Quadruped battle

Minimum 8 secs

For this exercise you will use models and rigs created by you the student You are asked to model and animate two opposing quadruped characters (the model will have 4 feet and limbs) that are involved in a combat or conflict. Constructing models based upon arthropodic life (insects, spiders, etc.) you will need to devise a suitable series of armoured limbs that provide the appropriate level of hinge-like control (the model will have 4 feet and limbs).

One model is sufficient and this can then be scaled or exaggerated, for the rival, to enhance the short battle. Most importantly your aim is to capture spontaneity within their coordinated movements and artistry in their animated fighting positions.

Portfolio Animation 8: Singing Lip Synch

15 seconds minimum

For this exercise you will use the smiley face rig provided in class and animate it singing the song of your choice. You may cut the song short to run in the minimum timeframe or animate the entire song.

Portfolio Animation 9: Shakespearean soliloquy

15 seconds

For this exercise you will use a pre-rigged character to animate an actor performing lines from Shakespeare. As this is meant for the theatre feel free to make the gestures broad and theatrical.

References for performance can be found online, alternatively you may wish to work with a trained actor and videotape them for reference, or do the lines and acting yourself.

Portfolio Animation 10: Dialogue lip sync clip

15 seconds

For this exercise you will use models and rigs created by you the student to animate a minimum of two actors having a dialogue. The sound clip can come from a movie or online resource, such as the 11 Second Club competitions.

<http://www.11secondclub.com/>

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 The ability to calculate and demonstrate optimised levels of animation control which allows for animated representations of persona, expression and simulation.
- 2 An understanding, development and creation of traditional motion studies with an analysis on 3D models and their movement in 3D space.

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Develop functional rigging systems to provide the freedom of movement for the physical form
- 2 Utilize the knowledge and understanding of traditional animation principles and applications on 3D virtual forms

- 3 Develop an awareness for adding “character” to lifeless 3D forms and identify physical laws to their movement in X, Y, and Z (3D Cartesian space)
-

Work required

Submission of data DVD with portfolio pieces (avi's and scene files, reference videos and report) for Nos. 6-10. (Students are encouraged to submit one avi movie file with all 10 animations edited together sequentially). Final compression of the avi's should be DV avi Pal format.

Submission Information

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
<u>Research and Analysis</u>					
<u>Conceptual Development</u>					
<u>Communication</u>					
<u>Realisation and Application</u>					
<u>Pesentation and Evaluation</u>					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Design Technologies, Design for Print	Level:	5	Semester:	1
Project Title:	Sins and Virtues				
Co-ordinator		Project No:	1	of:	2
Tutor:					

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Introduction

What is a book? At a surface level, a book is a collection of pages bound together in some form of sequential order. Those pages can be made of any number of different materials, from paper to parchment from cloth to plastic etc. etc. The invention of movable type and hence the mass production of books, is one of the most important developments in our culture, without which we would not have the education, comforts, health, and life we have now. The printed book has served us well for over 500 years. Even in the age of the internet, books still play a massive part in our consciousness, they still have an authority and importance to us, they can literally make you laugh, make you cry and change your life.

We take books for granted, we have always had them around, everyone has opened a book (even if it is just to look at the pictures). What you need to do as designers is start to examine how a book functions, what does a 'book' mean to you, what are the conventions of a book, and how those conventions might be challenged.

Brief

Using your experience so far, list your own seven deadly design sins and seven heavenly design virtues. Use each of those as a page design in a book. The book will need a cover and can be either sixteen or twenty pages long, depending on how you lay it out, if you have a contents page, a separator page or whatever. The size of the page has to be 230 x 160 landscape i.e. it is bound on the short edge - the reason for this will become apparent.

The book has to have a title, and it needs to be 230 x 160 landscape.

The sins/virtues can be as serious or as playful as you like.

Each sin/virtue has its own page and design, use illustration, photography, collage, type for the design – the components are up to you.

Each sin/virtue needs an explanation as part of the layout.

The book needs to be bound.

The reason for the restriction in size is that we (the course) will select the best sins/virtues pages to be printed as a proper book and used as course publicity (that is if they are good enough). The students designs will be credited.

Texts, hints and tips

By now you should have developed a sense of what you feel is good design. Think of the characteristics that make a good designer and then how you can show them. Use the exercise to examine your own strengths and weaknesses as a designer. Look at books and examine how these pages are constructed. Read up about current design.

The work needs to be assembled in XPress or Indesign.

Do not set body text in Photoshop, this will be referred.

Avoid 'postcarding', ie, just getting an image over the whole page and slapping a line of text on it. Build on what you learned about design in the first year.

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Analyse, consider and select suitable print processes in relation to a given project or brief
- 2 Design, manipulate and prepare suitable file types for inclusion into a print-ready document
- 3 Design and assemble a print-ready document suited to a specified reproduction system

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Use diagnostic skills to formulate appropriate responses to a print-based project brief
- 2 Formulate appropriate responses to image file generation in the context of a print-ready document
- 3 Diagnose alternative approaches and strategies so as to plan and realise a well-designed print-ready document

Work required

- 16 - 20 page book
- Evidence of extensive research
- Visuals and alternative ideas

Submission Information

The work must be submitted on paper, at the correct size, bound, you can present flat artwork as spreads, but this will need to be accompanied by a dummy. A disk of the work should be supplied with all the appropriate files, including images. Make sure your name is on the work and you have filled in the self assessment sheet.

Hand in Date: xxxxxx

Module Title:	Level 1	Semester:
NB. These comments and grades are to give feedback on project work and are for the guidance of students only		
Student Name:		
Course (e.g. Fine Art):		
I have submitted this work on Blackboard <input type="checkbox"/> tick		

Student Self Appraisal - what were your methods of research and analysis? Comment on your conceptual development. How well have you communicated and presented your ideas?

Common Skills (Key Skills) – Tick if you feel you have achieved any of these key skills.

- | | |
|---|--|
| <input type="checkbox"/> Managing and Developing Self | <input type="checkbox"/> Working with and Relating to Others |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Managing Tasks |
| <input type="checkbox"/> Applying Numeracy | <input type="checkbox"/> Applying Technology |
| <input type="checkbox"/> Applying Design and Creativity | <input type="checkbox"/> Literacy |

Students – do not write below this line

Grading Criteria and Tutor feedback

	Tick Boxes				
	-39	40-49	50-59	60-69	70+
<u>Research and Analysis</u>					
<u>Conceptual Development</u>					
<u>Communication</u>					
<u>Realisation and Application</u>					
<u>Pesentation and Evaluation</u>					

Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____

School of International Education Wuhan University of Technology

Bachelor of Art Program Project Brief

Module Title:	Graphic Communication and Design for Publication	Level: Yr1	1	Semester:	2
Project Title:	Magazine				
Co-ordinator		Project No:	2	of:	2
Tutor:					

Read this sheet carefully, keep it safely and at the end of the project write a few words of self appraisal and hand it in with the rest of your work

Project Description

Introduction

Designing for magazines and books presents its own set of problems and considerations. How a magazine or book functions mechanically, with folds, margins, grid structures etc means that the designer has to consider much more than just how elements appear on the page.

Brief

Design and produce 14 pages of a magazine A4 size, on a subject of your choice. Subject can be anything, choose an interest of yours. The job is 4 colour throughout (ie full colour). Don't worry, you will not have to write the stories, just the titles and subheads, though you could try copying relevant text from the web and using that.

Elements to be included:

- Title
- Cover
- Contents page
- One of the stories will flow from one page to another, think of some device to link the stories
- Photographs, both b/w and colour, and including cut-outs
- 1 large illustration produced in Photoshop/Illustrator
- Two different styles of page (not including the cover)
- Various paragraph text styles (at least eight)

Elements to consider:

- 1 Borders/margins
- 2 Columns/grids
- 3 Basic text size/style
- 4 Size/style of Headlines and subheads
- 5 Common elements from page to page
- 6 Page numbering
- 7 Dateline and issue number
- 8 Devices to separate stories

We will expect to see evidence of all the above.

Though you only need to produce 14 pages of work, I want the job to be thought out as if it were much bigger. So I want to see use made of master pages and style sheets. However, the most important aspect of the brief is to have it planned out thoroughly before you even get on the Mac. Though the principle programme will be Indesign, you will also be using Illustrator and Photoshop.

Texts, hints and tips

Use the b/w printer to proof the job, make sure you print s/s, so you can check text size etc. the screen never gives a 'true' size.

Read the brief – I don't want to see anyone turning up with a whole lot of text written for this brief.

Refer to the photocopies for ideas.

Look at magazines, newsletters, and newspapers to see how they have overcome these problems.

Sort out a timetable for yourself - and stick to it.

Find a magazine you like the look of and use that as a starting point.

By this time next week I want to see proper visuals for the job and of course any problems you feel you might encounter.

Adverts do not count as pages. You do not need to make up ads, you will have enough work to do.

Learning Outcomes

To pass you need to have achieved the learning outcomes outlined below:

- 1 Demonstrate personal development through experimentation in a wide range of media and working methods
- 2 Display an awareness of the function and use of graphic communication
- 3 Respond to a task via an appropriate and considered visual means
- 4 Plan out and time manage publishing projects
- 5 Design, manipulate and prepare file types suitable for inclusion in publishing projects
- 6 Design and produce working an suitable publishing projects

Assessment Criteria

To achieve these outcomes your work must show:

- 1 Analyse and evaluate information supplied and make an effective visual response
- 2 Initiate, develop, realise and present creative graphic concepts
- 3 Make critical evaluations and realise solutions generated
- 4 Generate planning and ideas suitable for publishing work
- 5 Use software tools to create appropriate files for inclusion in publishing work
- 6 Use appropriate design software to assemble files to produce publishable graphic work

Work required

- At least 14 pages designed, if you plan adverts into the magazine, these are separate from the 14 pages
- A report on the job
- Evidence of exploration of other design ideas

Submission Information

The work must be submitted on paper as spreads, two of the spreads in colour, the rest as black and white at the correct size. Print the work with registration and crop marks intact on the colour pages and showing bleed where necessary. The black and white pages are to be the correct size, but do not have to have the registration marks or bleed shown. Show the work as it would be used as well, ie a dummy. A disk (CD) or stick with the Indesign file and all the images and fonts needs to be provided as well. Make sure your name is on the work and you have filled in the self assessment sheet.

Hand in Date: xxxxxx

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Tutor's Notes

Grade: %

Tutor's Name/Signature _____ Date _____