

Description of Course Unit

Course unit title	Animation Production
Course unit code	
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	Third year
Semester/trimester when the course unit is delivered	Sixth semester
Number of ECTS credits allocated	2.78
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to identify the differences between multimedia and animation concepts and describe animated characters, the history of animation development 2. Students are able to identify the differences between the basic principles of animation, animation techniques, and manufacturing methods conventionally and digitally 3. Students are able to perform the results of animated films/videos in the process of pre-production, production, and post-production of animation 4. Students are able to design, present animation results and provide information on various media platforms for advertising, educational, professional, and game animation (entertainment)
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	Multimedia Systems, Visual Communication
Course content	<ol style="list-style-type: none"> 1. Multimedia Concepts and Technologies in the Development of Human Civilization Communication 2. The Development of Animation from History to the Application of Computer Technology 3. Principles of Animation and the Application of Animation to Characters and the Flow of Character Movements 4. Differences in Conventional and Digital Animation Techniques and Introduction to Animation Production Stages 5. Pre-production Stage of Animation and Applying Animation to Screenwriting or Storyline (Brainstorming Idea/Concept) and Storyboard 6. Animation Pre-production Stage in the Process of Developing Character Visualization, Voice Casting, and

	<p>Animatic</p> <ol style="list-style-type: none"> 7. Stages of Animation Production and Applying the Concept of Animation in 2D in the Form of Images and Text 8. Stages of Animation Production and Applying the Concept of Animation in 3D (Modeling, texturing) 9. Stages of Animation Production and Applying the Concept of Animation in 3D (Layouting, animating, rendering) 10. Post-production stages of animation in the process of editing, editing sound, and adding visual effects to create the final result of animation 11. Implementation, Presentation, and Information Appearance in the Production of Advertising Animation 12. Implementation, Presentation, and Information Appearance in the Production of Animation in Education 13. Implementation, Presentation, and Information Appearance in the Production of Animation in Professional Work 14. Implementation, Presentation, and Presentation of Information in Game Animation Production (Entertainment)
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Blain, J. M. (2016). <i>The Complete Guide to Blender Graphics: Computer Modeling & Animation</i>, Third Edition. CRC Press. 2. Brooks, S. (2016). <i>Tradigital Animate CC: 12 Principles of Animation in Adobe Animate</i>. CRC Press, Taylor & Francis Group. 3. Dinur, E. (2017). <i>The Filmmaker's Guide to Visual Effects: The Art and Techniques of VFX for Directors, Producers, Editors, and Cinematographers</i>. Routledge, Taylor & Francis Group. 4. Gasek, T. (2017). <i>Frame-By-Frame Stop Motion: The Guide to Non-Puppet Photographic Animation Techniques</i>, Second Edition. CRC Press, Taylor & Francis Group. 5. Giesen, R., & Khan, A. (2018). <i>Acting and Character Animation: The Art of Animated Films, Acting and Visualizing</i>. CRC Press, Taylor & Francis Group. 6. White, T. (2016). <i>The Animator's Sketchbook: How to See, Interpret & Draw Like a Master Animator</i>. CRC Press.
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning, and relating to real-life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative animation production project outcomes, quizzes, mid and final semester exams.

Animation Production Assessment Rubric

Animation production project on a conventional platform.

Direction: Choose one of the following topics as an animation production project topic.

1. Creating a paper on animation production's definition and giving examples. The content is printed.
2. Creating a summary of animation's history and development, and giving examples. The content is printed.
3. Creating a summary of the basic principles of animation. The content is printed.
4. Creating a summary of conventional and digital animation techniques. The content is printed.

Animation production project on a digital platform.

Direction: Choose one of the following topics as an animation production project topic.

1. Creating creative and engaging animated videos for advertising purposes. The content is digitally produced and presented.
2. Creating creative and engaging animated videos for educational purposes. The content is digitally produced and presented

Mid-term test for Animation Production course.

Direction: Create an article in written content. Choose one of the following topics as a theme.

1. Create an article with the topic “The Concept of Animation in 2D in the Form of Images and Text and Its Stages of 2D Animation Production”
2. Create an article with the topic “The Concept of Animation in 3D and Its Stages of 3D Animation Production”

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by a statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. The author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. The paper flows with only some disjointedness. The author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. The paper does not flow - disjointedness is apparent. The author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate an understanding any relationships	The writing is highly problematic and difficult to understand.

