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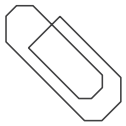

Curriculum for the Professional Bachelor's Degree Program in Animation

August 2022

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Foreword

Animation is visual communication shaped by a vast tradition of art and high level craftmanship. Using animation to tell stories demands an eye and passion for artistic expression combined with in-depth knowledge of the traditions and tools needed, but it also requires collaboration, innovation and a constant search to expand your knowledge-base.

The Professional Bachelor's Degree Program in Animation is a technical and artistic course program with a strong commercial and professional focus. Accordingly, students work intensively to acquire knowledge, skills and competencies within all areas of animation development and production to prepare them to work internationally within entertainment and visual communication.

Collaboration, communication and critical thinking are fundamental soft skills for success of animation professionals, thus students in both the Character Animation and CG Arts are trained to work independently as well as collaboratively in production teams to create, develop and produce animated stories, correlating the standards of the relevant industries.

While rooted in a long and strong tradition, animation is also constantly evolving and expanding into other areas and emerging industries. As a result, the programs introduce students to developing areas and encourage them to explore and expand on their knowledge of tool, workflows, storytelling and design.

Lotte Kronborg Thomsen

Head of Studies, the Professional Bachelor's Degree Program in Animation.

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1 Programme structure and learning objectives

1.1 Program structure

The Professional Bachelor's Degree (PBA) in Animation comprises:

1. Common compulsory program elements equivalent to 65 ECTS credits:
2. Line specific program element for Character Animation or CG Arts equivalent to 75 ECTS credits
3. Electives equivalent to a total of 30 ECTS credits
4. Internship equivalent to a total of 30 ECTS credits
5. Final bachelor project equivalent to 10 ECTS credits.

The program, which is a full-time education, is rated at 210 credits in the European Credit Transfer System (ECTS). 60 ECTS credits are equivalent to the workload of one full-time student for one year.

1.2 Learning objectives

The objective of the Bachelor's Degree Program in Animation is to qualify the graduate to independently carry out idea development, design and implementation of complex animation projects for film, television and various digital media platforms as well as work with animation-related communication. The education aims to qualify graduates to work within the film, television, animation and computer game industry nationally as well as internationally. (cf. the Ministerial Order on Professional Bachelor's Degree Programs in Animation, appendix 1).

1.2.1 Knowledge

The Professional Bachelor in Animation should acquire knowledge of:

1. applied theories and central concepts as well as methods and tools of animation production, including both traditional as well as state of the art methods,
2. the development in animation film history and its modern cultural relevance,
3. relevant design and composition theories and the ability to reflect on the implementation of these theories in animation media,
4. understanding of production planning and the relation to the economic conditions of the animation industry, nationally as well as internationally,
5. applied methods and techniques within related subjects that have a significant relevance for animation.

Furthermore, the Bachelor of Animation, Character Animation, has knowledge of:

1. applied theories, methods and techniques within 2D and 3D animation,
2. fundamental principles of physics as forms of expression and understanding how to apply these within character animation,
3. applied methods and central techniques of animation production and their significance for character development.

Furthermore, the Bachelor of Animation, Computer Graphic Artist, has knowledge of:

1. applied methods and central techniques within 3D workflow, including modelling, rigging, texturing, shading, light and rendering as well as compositing and colour grading,

2. the principles of design, including lines, form, colour, texture, etc. and understanding how CG techniques may be employed in order to communicate a design,
3. the theories and periods of design and architecture that are relevant to CG Arts.

1.2.2 Skills

The Professional Bachelor in Animation should learn skills in:

1. analyzing the animation film medium and animation products using the relevant terminology and frame of reference,
2. carrying out animation processes in media productions where the interaction between animation, dramaturgy, acting, music, graphics and aesthetics on the one hand and economy and technology on the other hand create the desired visual expression,
3. employing the theories, working methods and techniques of the profession, including being able to integrate traditional working methods with current digital practices and relating them to relevant and related subject areas,
4. planning and delivering a production within a defined quality and budget framework,
5. assessing practice-related and theoretical problems in connection with animation and production processes as well as substantiating and choosing relevant solutions,
6. expressing himself in a distinct visual language which clearly communicates its message,
7. communicating practice-related and professional problems and solutions in the different stages of an animation production using the relevant terminology as well as establishing professional communication with colleagues and customers.

Furthermore, the Bachelor of Animation, Character Animation, should be able to:

1. master specialized techniques within character animation from traditional animation to digital 2D media and CGI animations as well as explore problems related to working with different distribution platforms,
2. stage and pose characters, including utilizing acting theories in the performance of their characters.

Furthermore, the Bachelor of Animation, Computer Graphic Artist, should be able to:

1. master specialized techniques within 2D film, 3D film, game production and visual effects as well as explore problems related to working with different distribution platforms,
2. analyze and implement a pipeline with a view to optimizing the work procedures of a production.

1.2.3 Competences

The Professional Bachelor in Animation should develop competence in:

1. independently and in cooperation with others managing the development of concepts, ideas and stories within the animation media and reflect upon their intentions with the visual communication,
2. planning and carrying out development tasks within the animation field, including combining knowledge and methods from animation technique and visual and graphic communication and assessing the relation between quality and resources in a pre-defined framework,
3. independently forming part of a professional and cross-functional collaboration, including giving and receiving professionally substantiated and constructive critique with regard to both work procedures and product,

4. identifying their own learning needs and further developing their own skills and competences within the various forms of expression and subject areas of the animation media and within related subject areas,
5. navigating flexibly, actively and innovatively as a professional in an international and commercialized market and undertaking responsibility within the framework of the professional ethics.

Furthermore, the Bachelor of Animation, Character Animation, should be able to:

1. keep the visual communication of a character within the framework of the overall production and within the framework of the narrative,
2. examine and implement animation references which are relevant for the current production.

Furthermore, the Bachelor of Animation, Computer Graphic Artist should be able to:

1. keep the visual essence of the narrative he student is working on with regard to the overall production and the framework of the narrative, and
2. examine and implement CG references which are relevant for the current production.

2 Core areas in the Professional Bachelor's Degree Program in Animation

The compulsory program elements are organized within six core areas covering the overall subject areas that students must work with to acuire the knowledge, skills and competences required to complete the PBA in Animation.

The common compulsory program elements are organized within the following common core areas:

1. Character Animation and Computer Grahpics Art
2. Visual Communication and Presentation
3. Animation Production, Technology and Industry.

The line specific program elements for Character animation are organized within the following core areas:

1. 2D Character Animation: Theory, Method and Techniques
2. 3D character animation: Theory, Method and Techniques
3. Digitally Based Production for Animators.

The line specific program elements for Computer Graphic Arts are organized within the following core areas:

1. Graphic and Digital Character Development and Design
2. Graphic and Digital Environment Development and Design
3. Digitally Based Production Processes for Computer Graphic Artists.

3 Common core areas

3.1 Character Animation and Computer Graphic Arts

The objective of this core element is for the students to be introduced to the history, technique, platforms and culture of Character Animation and Computer Graphic Arts. Viewing relevant works, students will learn methods for analysis of animation-related media, such as film, computer games and VR in regards to story, sound, technique, methods and cultural trends. Students will strengthen their visual reflection and acquisition of knowledge, translating the understanding into their own works in different genres and for various media aimed at a diverse group of target audiences.

3.1.1 Content

The core area includes:

- Historical developments and relevance of the animation movements and trends
- Analysis of platforms, their development and relevance
- Animation culture as it relates to the past, present and future
- Film movements and their relevance
- Ways of telling stories within the animation media
- Film analysis, genre, tone, technique and working methods
- Sound design and music.

3.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the history of the animation and CG medium and its background
- current and past production technologies and their influence on the animation and CG medium
- various platforms used in the animation and CG medium
- film analysis theory and methods in relation to animation and CG media
- storytelling theory and methods in relation to animation and CG media
- sound design theory and methods relevant for animation and CG media
- the relation of sound and image in an audiovisual work
- the role of audience/target audience in storytelling and audiovisual work
- genre, tone, theme and target audience
- master and peer contemporary works within the animation and CG medium
- current tools applied by the animation and CG artists to achieve their styles.

Skills

Students should acquire the skills to:

- include animation and CG art history as well as contemporary and peer work as reference in regard to director's voice, narrative style and visual style

- apply animation and CG art history for research, reference and inspiration in their own creative process
- analyze and include relevant technologies and methods suitable for the production in question
- select and apply working methods and production tools suitable for the relevant animation media
- analyze the work they produce in relation to the current cultural trends in the international and commercial animation industry
- apply filmmaking knowledge in creating animation and CG art in different genres and for various platforms
- develop their own individual voice as artists and craftsmen and innovate the animation and CG art media
- consider the audience/ target audience in relation to the production.

Competences

Students should develop competence to:

- create animation and CG art within the context of contemporary and historical use of the medium in a reflective, analytical and creative way
- explore beyond what has been done to find their own voice or innovation of the media
- research and apply relevant industry standards and practices
- adapt their skillset to various platforms and media.

3.1.3 ECTS credits

The core area is equivalent to 15 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

3.2 Visual Communication and Presentation

Visual communication and presentation is a fundamental skill in any visual media, not least Animation and CG Arts. The purpose of this core element is for students to acquire knowledge of visual communication as well as skills and competences to analyze and produce images related to animation productions across genres, tonalities and media formats.

3.2.1 Content

The core area includes:

- Research technique and method
- Design theory, methods and practice
- Story development
- Storyboarding & cinematic design
- Previz
- Colour theory and practice
- Character design
- Animation film and culture lectures and screenings
- Pre-production
- Layout
- Pitching

3.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- drawing and design methods, tools and processes
- perspective, construction and rendering in theory and practice
- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.
- color theory
- best practice in relation to clarity in the visual storytelling.
- communicating a simple story clearly and evocatively
- cinematic design, considering location, staging, camera, lighting, composition and editing to strengthen the visual storytelling of film.
- how to establish and maintain a "safe, creative environment" which encourages collaboration and the free exchange of ideas
- the use referencing for characters and props/environments
- pacing and staging
- analyzing film narrative structures
- tools to explore their own narrative ideas classically, minimally or more abstractly
- editing theory and practice and the effect it has on the film
- how to create a narrative that relates to the 5-minute short film format: Going from feature to short.

Skills

Students should acquire the skills to:

- master advanced drawing and employ methods for maintaining and sharpening their drawing skills
- transfer approaches and methods used in connection with observation drawing to develop and draw their own motives
- study, imitate and learn from trendsetting designers within the field of animation, vfx and games
- use form and research-based methods for designing visual elements – character, environments and props
- use color to communicate a tool and/or mood
- develop an idea for a film or interactive media project
- develop the story's structure
- create a one-sheet for the project
- create a successful pitch
- implement an overall plot structure in concrete scenes which are concise and expressive
- visual genre and stylistic tools to ensure optimal communication of the themes of their story
- use the pipeline set-up, organized folder structure and proper naming convention
- create a previz in preparation to the ongoing courses

Competences

Students should develop competence to:

- go outside their comfort zone through hands-on experience
- find holes in their knowledge, skillset and abilities that they would like to develop

- visualize their own and others' messages using a high level of drawing skills
- adopt an analytical perspective to drawing and composition that makes it possible for them to identify and correct weaknesses of a craft and communication in their own or others' drawings
- analyze genre, medium and format of the class in an open meeting session
- give and receive feedback on development projects
- understand how to use cinematography as a tool for strong storytelling
- utilize previz to set up and iterate a 3D production.

3.2.3 ECTS credits

The core area is equivalent to 20 ECTS. The course program is equivalent to a total of 210 ECTS credits.

3.3 Animation Production, Technology and Understanding of the Industry

The objective of this core element is for the students to acquire basic knowledge and skills for defining, implementing and evaluating an animation production, including planning methodology, media technique and technology while also considering economy. Furthermore, students will become familiar with industry standards and best practices as well as shortcomings and potential areas for development.

3.3.1 Content

The core area includes:

- Production planning, economy, resources and time management
- Media technique and technology
- Computer-based tools – software
- Pipeline, workflow and folder structure
- Shot production
- Collaboration and communication
- Introduction to business
- Preparing for recruiting
- Network building
- Entrepreneurship - designing your career
- Internship preparation; intention, cover letter, resumé, and portfolio,
- Negotiating contracts & salaries
- Working with clients; bidding on a job, invoicing, etc.
- Business development and brand, the next steps.
- Marketing, distribution and press kits.

3.3.2 Learning objectives

Knowledge

- Students should acquire knowledge of:
- the language of storyboards in theory and in practice
- layout theory and practice
- narrative genres, tools and strategies
- best practice in relation to working processes for pre-production and planning from introduction to advanced level
- the importance of research and references which support the film's genre, tone and/or mood
- visual development, mise-en-scène, cinematic design
- going from beats to boards
- storyboard and visual development and their influence on each other

Skills

- Students should acquire the skills to:
- follow a structured workflow for a concrete animation project
- analyze and create storyboard, animatic and edit to communicate the genre, tone and theme
- analyze and create visual development to communicate the genre, tone and theme
- produce a layout for a shot and / or sequence
- give estimates of their working time and track their progress
- take on a pre-production role based on their skillsets and the team's needs
- follow the naming convention and folder structure to work collaboratively with data management and eventually adapt these to their specific project
- create a story based on a brief and for a specific target audience
- create pre-production based on a selected original idea
- present their project at presentations
- write an analysis of the project and reflect on their work
- facilitate and engage in constructive production meetings and mid & post-mortem to learn from the experience
- create production-ready assets for the next phase of production.

Competences

Students should develop competence to:

- create storyboard and/or visual development using a reflective approach to visual storytelling
- make decisions in order to move forward in production
- set and meet deadlines on the basis of a structured working process
- balance artistic ambitions with ressources and timelines
- create and analyze the team's group work protocol and their role
- collaborate with the various roles on production
- collaborate, delegate and communicate clearly within a group.

3.3.3 ECTS credits

The core area is equivalent to 30 ECTS credits. The course program is equivalent to a total of 210 ECTS credits. Character animation line core areas.

4 Character Animation Line Core Areas

4.1 2D Character Animation: Theory, Method and Techniques

The objective of this core element is for the Character Animation students to be introduced to the principles of animation and learn to analyze and implement 2D animation from physics-based to stylized as the contents progress. All phases of a 2D animated scene will be thoroughly researched and applied from planning to finished keys, to inbetweening and clean-up and color. Students will gain insight into the working methods in order to develop their own workflow, draftsmanship and eventually their staging of a scene as they work with more complex character performance.

4.1.1 Content

The core area includes:

- Construction drawing for animation
- Basic animation principles
- Animation workflow
- Inbetweening
- Physicality in animation: Movements
- Acting in animation
- Rhythm, sound and music in animation
- Animation stylization: Analysis, development and execution of an animation style
- Following direction of an animation style on an animation team
- Methods for working with monologue in animation
- Character interaction in 2D animation scenes.

4.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- drawing for animation
- basic animation principles
- the various animation workflows relevant for 2D animation: pose to pose, straight ahead and blending of methods
- the various 2D animation phases: thumbnailing, planning, staging, key drawings, break-downs, inbetweening and clean-up and coloring stage
- how physicality and acting principles translate into animation
- how rhythm, sound and music relate to an animated image/scene
- how to develop and adapt to a character design and animation style
- following direction through 1:1 with director/teacher and in a team with collabora-tors/classmates
- working with monologue and lip-sync in 2D animation
- working with two and/or multiple characters in 2D animation scenes.

Skills

Students should acquire the skills to:

- apply and develop their draftsmanship
- plan and execute the animation scene from thumbnails to clean-up and coloring stage
- analyze, develop and apply the relevant 2D animation workflow method
- analyze their work in relation to applied theory and practice of 2D animation
- apply and explore physicality principles relevant for 2D animation in order to portray the intended movement of characters
- apply and explore acting principles relevant for 2D animation in order to portray an emotion/attitude of the character
- explore rhythm, sound and music in animation for the intended emotional impact on audience
- develop and/or adapt to various character designs and animation styles relevant for the production
- give and receive constructive feedback
- follow the direction through 1:1 and/or in production teams
- animate a 2D scene with character's speech
- animate a 2D scene with interacting characters.

Competences

Students should develop competence to:

- develop an idea for an animation scene in accordance with the assignment brief and analyze the quality and ambition level vs. available time and resources
- plan and carry out an animation scene in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the respective production
- follow directions and collaborate with team members.

4.1.3 ECTS credits

The core area is equivalent to 40 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

4.2 3D Character Animation: Theory, Method and Techniques

The objective of this core element is for the Character Animation students to translate their 2D animation knowledge and skillset to the 3D media. Students will be introduced to the theory, methods and workflows of 3D character animation. There will be a focus on physics, truth to materials and the benefits of working in 3D animation. Students will gain knowledge and skills to work with complex staging and posing for advanced animation scenes from start to finish. Furthermore, working with 3D animation will strengthen the understanding of movement of form and shape in 3D space for 2D animation.

4.2.1 Content

The core area includes:

- Introduction to 3D software

- Introduction to 3D Animation
- Anatomy, body mechanics, physicality and acting in 3D animation
- Thumbnailing; planning the shot for 3D animation
- 3D animation workflow
- Analysis and use of the graph editor
- Character development and character-specific traits
- Cinematography, lenses, staging and posing
- Basic principles for Lighting and rendering
- Facial animation and expressions in 3D
- Introduction to modeling and rigging for props and previz
- 3D polish
- Methods for working with monologue/dialogue in 3D animation
- Character interaction in animation scenes.

4.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the basic animation principles applied in 3D animation
- the various animation workflows relevant for 3D animation
- the basic components of industry standard 3D animation software
- 3D animation software
- the various 3D animation phases: planning, thumbnailing, blocking, splining and polishing
- how physicality and acting principles translate into 3D animation
- how rhythm, sound and music relate to an animated image/scene
- how to adapt to a character model, rig and animation style
- working with monologue and lip-sync in 3D animation
- working with two and/or multiple characters in 3D animation scenes.
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates
-

Skills

Students should acquire the skills to:

- apply and develop their gesture drawing
- analyze, plan and execute a 3D animation scene from thumbnails to polish
- analyze, develop and apply the relevant 3D animation workflow method
- analyze their work in relation to applied theory and practice of 3D animation
- give and receive constructive criticism
- apply and explore physicality principles relevant for 3D animation in order to portray the intended movement of characters
- apply and explore acting principles relevant for 3D animation in order to portray an emotion/attitude of the character
- explore rhythm, sound and music in animation for the intended emotional impact on an audience
- develop and/or adapt to various character designs, rig set-ups and animation style relevant for the production
- follow the direction through 1:1 and/or in production teams

- animate a 3D scene with character speech

animate a 3D scene with interacting characters.

Competences

Students should develop competence to:

- develop an idea for an animation scene in accordance with the assignment and analyze the quality and ambition level vs. available time and resources
- plan and carry out an animation scene in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question
- Apply basic lighting and render out basic shots
- work in a team and follow directions and collaborate with team members
- set and meet deadlines on the basis of a structured working process.

4.2.3 ECTS credits

The core area is equivalent to 15 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

4.3 Digital-Based Production Process for Animators

The objective of this core element is for the Character Animation students to start the process of gaining knowledge of the software and pipeline for animation production from the point of view of the animator. Later in their education, students will work on a collaborative project where they will create prototypes, analyze their animation production from research and development to pre-production and production and post and consider resources, pipeline, style and methods. They will work in the team to develop and produce the shots with a consistent style and character arc within the production, related to the story development in the edit. In some cases, this may relate to a film or interactive media.

4.3.1 Content

The core area includes:

- Animation software interface and workflows for productions
- Animation and character design research and development
- Planning for animation
- Animation production
- Animation shot production
- Animation finish

4.3.2 Learning objectives

Knowledge

- Students should acquire knowledge of:
- preparation, planning and management methods and tools for animation production
- animation software interface and workflows for productions

- project resources, R & D, working with director and/or story and design teams to analyze and develop the edit and design to implement the animation style within the economic framework
- animation tests and style development: defining style and workflow in relation to tone and genre and resources
- creating an animation bible, model, pose, expression sheets for production,
- rig testing and communication with the character TD
- working as an animation team to develop consistent characters matching the animation style and content of the story and character's arc
- working in the animation team to develop a workflow of production meetings for reviews of the edit and feedback of the work
- animation finish, adding the subtle details and level of polish within the framework of the production style and resources
- character and performance engineering: how character design effects animation style and vice versa.

Skills

Students should acquire the skills to:

- further develop and test their animation skillset
- make test of animations to develop the style: defining style, tools and workflow in relation to tone and genre and resources
- create and/or follow the direction of an animation bible, model, pose and expression sheets for production
- carry out rig test and communicate with the character TD
- deliver a consistent animation finish, adding the subtle details and level of polish within the framework of the production style and resources
- create character designs suited for the expected performance requirements.

Competences

Students should develop competence to:

- analyse, plan and manage animation workload and ressources
- analyze and develop the edit and design to implement the animation style, define the priority of the resources and time for the shots
- Assess their own skills and competencies and communicate them clearly
- analyze their shots to complete the animation for the deadline
- work as an animation team to develop consistent characters within the animation style and content of the story and character's arc.

4.3.3 ECTS credits

The core area is equivalent to 20 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

5 Computer Graphic Artist Line Core Areas

5.1 Graphic and digital character development and design

The objective of this core element is for the CG Art students to gain knowledge of the aesthetic, technical and collaborative aspects of character development, design and execution of assets. The purpose of the program element is for students to develop skills to plan, analyze and produce characters for a variety of different styles and media in various contexts. Students will strengthen their skills for character development and design and, as members of production teams, also strengthen skills on implementing their assets into an animation production.

5.1.1 Content

- Anatomy of biped and quadruped characters
- Character design for 3D character assets, translation from 2D to 3D
- Character development
- Modeling and sculpting workflow and technique for bipeds and quadrupeds
- Character design and rig set-up in relation to animation style and performance
- UV mapping workflow and technique
- Concept design

5.1.2 Learning objectives

Knowledge

- Students should acquire knowledge of:
- how to implement reference resources
- anatomy of humanoid and animal characters
- designing characters and considerations in regard to translating the designs from 2D to 3D
- awareness of how the character design is influenced by the environment
- the basic principles applied in the workflow of modeling and sculpting
- the various modeling and sculpting workflows relevant for characters
- UV mapping workflows and techniques
- texturing techniques
- how to create and adapt a rig for animation to a character design.
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates
- how a character asset moves through a CG pipeline.

Skills

Students should acquire the skills to:

- implement the use of reference resources
- design characters and consider the translation of the designs from 2D to 3D
- plan, develop, analyze and apply a relevant character workflow in CG
- create 2D textures for a character asset
- conceptualize, create, analyze and develop 2D texture workflows and their application on a 3D asset

- understand the methods of managing the relationship between texturing and topology using UV coordinates
- analyze and understand the use of low, mind and high frequency detail in CG pipeline
- manage a 3D asset when moving through a CG pipeline
- give and receive constructive criticism
- follow the direction through 1:1 and/or in production teams.

Competences

Students should develop competence to:

- develop an idea for a character in accordance with the assignment brief or project style guide and analyze the quality and ambition level vs. available time and resources
- formulate learning objectives in relation to the curricula and own developmental goals
- plan and carry out a character asset in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question
- work in a team and follow directions and collaborate with team members
- set and meet deadlines on the basis of a structured working process.

5.1.3 ECTS credits

The core area is equivalent to 30 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

5.2 Graphic and Digital Environment Development and Design: Theory, methods and techniques

The objective of this core element is for the CG Art students to gain knowledge of the aesthetic technical and collaborative aspects of environment development, design and implementation of assets. The purpose of the program element is for students to develop skills to analyze, plan and produce environments for a variety of different styles and media in various contexts. Students will strengthen their skills for environment development and designs and, as members of production teams, also on related tasks for implementing assets into an animation production.

5.2.1 Content

- Procedures and workflows in industry standard 3D software
- Environment development and design
- Design and creation of props
- Compiling shaders
- Modeling and UV mapping environment techniques and workflows
- Analyzing hard surface vs. organic modeling
- Texturing props and environments
- Understanding lighting principles
- Translation of 2D production design to 3D environment
- The relationship between shaders, lighting, rendering and compositing within a CG pipeline
- Appreciation of 2D projection in a 3D environment
- Set dressing
- Working with live-action environments

- Working with HDRI and photogrammetry sets to match and simulate lighting conditions from a live-action environment
- Understanding procedural textures vs bitmap textures
- Multi-pass compositing, recreating the beauty-pass in comp
- Integration techniques for CG elements to match a live-action environment
- Understanding non-biased render engines.

5.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to implement reference resources
- developing and designing for environments
- workflow, methods and translation when working with 2D, 2½D and 3D environments
- awareness of how the environment design is influenced by the characters' performance; setting the stage
- procedural shading and how that can supplement texturing
- how to simulate lighting conditions in various settings from 2D, 2½D, full CG and live-action
- how to set up render passes from 3D software
- how a render engine works to ensure efficiency and quality in renders
- 3D render passes and how they can be utilized in compositing
- how to set up a multi-pass compositing – with focus on recreating the beauty-pass in comp to allow for maximum flexibility and efficiency in compositing
- composting integration techniques to match a live-action environment
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates
- basic planning, pipeline and management of a character asset.

Skills

Students should acquire the skills to:

- implement the use of reference resources
- design environments and consider the translation of the designs from 2D, 2½D, 3D and live-action integration
- plan, develop, analyze and apply a relevant environment workflow in cg
- analyze, develop and apply procedural shading
- simulate lighting conditions in various settings from 2D, 2½D, full cg and/or live-action
- set up render passes
- work with a render engine efficiently while preserving quality
- analyze and apply with 3D render passes efficiently for compositing
- analyze and apply with a multi-pass compositing setup - with focus on recreating the beauty-pass in comp to allow for maximum flexibility and efficiency in compositing
- work with composting integration techniques to match a live-action environment
- plan, prepare pipeline and manage an environment asset
- give and receive constructive criticism
- follow the direction through 1:1 and/or in production teams.

Competences

Students should develop competence to:

- develop an idea for an environment in accordance with the assignment brief or project
- style guide and analyze the quality and ambition level vs. available time and resources
- formulate learning objectives in relation to the curricula and own developmental goals
- plan and prepare an environment asset in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question
- work in a team and follow directions and collaborate with team members
- set and meet deadlines on the basis of a structured working process.

5.2.3 ECTS credits

The core area is equivalent to 25 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

5.3 Digital-based Production Process for Computer Graphic Artists

The objective of this core element is for the CG Art students to start the process of gaining knowledge of the software and pipeline of animation production from the point of view of the CG Artist. Later in their education, the students will work on a collaborative project in which they will create prototypes, analyze the production, research and develop CG aspects followed by pre-production planning, CG shot production and post-production, considering resources, pipeline, style and methods. They will work within a team to develop and produce the shots with a consistent style related to the arc of the tone of the story development within the edit. In some cases, this may relate to a film or interactive media.

5.3.1 Content

- CG software interface and workflows for production
- CG and visual design research and development
- Planning look development
- CG shot production
- CG production meetings
- Post-production.

5.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- preparation, planning and management methods and tools for CG production
- CG software interface and workflows for production
- project resources, R & D, working with director and/or story and design teams to analyze and develop the edit and design to implement the visual style within the economic framework

- look tests and style development: defining style and workflow in relation to tone and genre and resources
- creating a style guide for the production
- rig testing and communication with the animators
- working as a CG team to develop a consistent look within the visual style and content of the story and character's arc
- working as a team to develop a workflow of production meetings for reviews of the edit and critique of the work
- post-production, adding the subtle details and level of polish within the framework of the production style and resources
- character and performance engineering: how rig set-up affects animation style and vice versa.

Skills

Students should acquire the skills to:

- further develop existing skillset in CG Arts
- make visual look tests to develop the style: defining style and workflow in relation to tone and genre and resources
- create and/or follow a style guide direction for production
- carry out rig testing and communicate with the animators
- deliver a consistent post-production, adding the subtle details and level of polish within the framework of the production style and resources
- create a character rig that works for the performance required.

Competences

Students should develop competence to:

- plan and hold CG team meetings
- analyze and develop the edit and design to implement the visual style that defines the priority of the resources and time for the shots
- analyze their shots to complete the CG tasks for the deadline
- work as a CG team to develop consistent character and environment assets within the visual style and content of the story and character's arc.

5.3.3 ECTS credits

The core area is equivalent to 20 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

6 Compulsory Program Elements

The PBA in Animation consist of 9 compulsory program elements that are common to the Character Animation Line and the Computer Graphic Arts Line. The common compulsory program elements are equivalent to 65 ECTS credits.

Furthermore there are 9 compulsory program elements spedific for the Character Animation Line and 10 for the Computer Graphic Art Line. For each line the compulsory program elements equivalent 75 ECTS credits.

The compulsory program elements must alle be passed in order to complete the PBA in Animation. The compulsory program elements are based on the core areas and consists of ECTS credits from these. The tables below illustrates which core ares the compulsory program elements are based on.

Common Core Areas	Compulsory program elements
Character Animation and Computer Graphic Arts	• Animation and Film Studies 1 • Animation and Film Studies 2 • Animation and Film Studies 3
Visual Communication and Presentation	• Drawing and Design • Visual Storytelling, Cineathograpy and Previz • Story Development and Pitching
Animation Production, Technology and Industry	• Pre-Production Methods and Workflow 1 • Pre-Production Methods and Workflow 2 • Production Methods and workflow • Career Design and Entrepreneurship

Character Animation Line Core Areas	Compulsory program elements
2D Character Animation	• Animation Drawing • Animation Physicality • Advanced Animation 1 • Animation Stylization
3D Character Animation	• Animation Basics • Advanced Animation 2
Digitally Based Production for Animators	• Animation Software and Production 1 • Animation Software and Production 2 • Development and Pre-Production for Animation • Animation Shot Production

CG Arts Line Core Areas	Compulsory program elements
Graphic and Digital Character Development and Design	• Character 1 • Character 2 • Character 3: Rigging for Animation
Graphic and Digital Environment Development and Design	• 3D Workflow • 2D Workflow • Look Development
Digitally Based Production Processes for Computer Graphic Artists	• CG Art Software 1 • CG Art Software 2 • Development and Pre-Production for GC Arts • CG Shot Production

The common compulsory program elements and the compulsory program element spedific for each line are described below.

For placement of each program element in the program structure, please see section 14.

7 Common Compulsory Program Elements

7.1 Drawing and Design

Strong drawing and design skills enabling students to create the exact expression desired for a specific visual story are essential to all other activities and courses of the BA Program in Animation. Therefore, drawing and design are a focus area in the first part of the course program.

This program element relates to the common core area "Visual Communication and Presentation".

7.1.1 Content

- drawing
- construction (for CA students this also includes construction for Animation)
- perspective
- rendering
- design theory
- composition
- visual communication

7.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- drawing and design theory, methods, tools and processes for filmmaking
- perspective, construction and rendering in theory and practice
- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.

Skills

Students should acquire the skills to:

- master advanced drawing techniques and tools and employ methods for maintaining and sharpening their drawing skills
- transfer approaches and methods used in connection with observation drawing to develop and draw their own motives
- study, imitate and learn from trendsetting designers within the field of animation, vfx and games
- use form and research-based methods for designing visual elements – character, environments and props.

Competences

Students should develop competence to:

- through hands on experience, develop the passion for going outside of their comfort zone and finding holes in their knowledge, skillset and abilities that they would like to develop
- visualize their own and others' messages using a high level of drawing skills
- adopt an analytical perspective to drawing and composition that makes it possible for them to identify and correct weaknesses of a craft and communicative nature in their own or others' drawings.

7.1.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.1.4 Exams

The learning objectives of the program element are tested at the 1st semester exam after the end of the 1st semester (for more details on Exams, see section 17 and 18).

7.2 Pre-Production Methods and Workflow 1

Animation is a complex form of expression. Thorough planning in preproduction is required to make a production that communicates clearly and dynamically the genre, tone and theme. Understanding the tools of pre-production as a blue print for the project is the aim of this core area. Furthermore, production collaboration, organization and management theory and tools will be introduced.

The objective of this program element is for students to become familiar with all the processes involved in pre-production of an animated production – thumbnailing, storyboard, animatic, edit, sound, layout, visual development, etc. as well as how to organize the team through this process.

This program element relates to the common core area "Animation Production, Technology and Industry".

7.2.1 Content

The program element covers:

- Storyboard, visual development and layout and how they influence each other
- Systematic approaches to planning and creating an animation production
- Pre-production for an animated production
- Defining the pre-production roles, their responsibilities, connection and cross-over.

7.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the language of storyboard in theory and in practice
- layout theory and practice
- narrative genres, tools and strategies

- best practice in relation to working processes for pre-production and planning
- the importance of research and references which support the film's genre, tone and/or mood.

Skills

Students should acquire the skills to:

- follow a structured workflow for a concrete animation project
- analyze storyboard, animatic and edit to communicate the genre, tone and theme
- analyze visual development to communicate the genre, tone and theme
- produce layout for an animated production
- follow a pipeline, folder structure and production plan
- give estimates of worktime and track progress
- take on a production role based on skillsets and the requirements of production
- create a story based on a brief and for a specific target audience

Competences

Students should develop competence to:

- create storyboard and/or visual development using a reflective approach to visual storytelling
- know how and when to make decisions in order to move forward in production
- set and meet deadlines on the basis of a structured working process
- balance artistic choices with ressources and timelines
- create, analyze and utilize the team's group work protocol and their role
- collaborate, delegate and communicate clearly within a group.

7.2.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.2.4 Exams

The learning objectives of the program element are tested at the 1st year exam at the end of the 2nd (for more details on Exams, see section 17 and 18).

7.3 Animation and Film Studies 1

Students will be introduced to animation history and techniques from the most primitive developments to contemporary work. The major historical, cultural themes and film movements will be presented and discussed. Film genres and styles will be explored through the format of linear and non-linear storytelling, experimental and abstract storytelling, animated documentary and VR-360 degree storytelling.

This program element relates to the common core area "Character Animation and Computer Graphic Art".

7.3.1 Content

The program elements covers:

- Good habits for artists
- Animation history from cave painting to the present day
- Games history
- Linear and Non-linear storytelling
- Immersive, experiemental and abstract storytelling
- Animated documentaries
- Film Analysis.

7.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the history of the animation and CG medium and its background
- the tools applied by the animation and CG medium in a historical context
- production technologies used through time and their influence on the animation and CG medium
- genre, tone, theme and target audience
- narrative structures
- cultural relevance of animated and film movements.

Skills

Students should acquire the skills to:

- include animation and CG art history in the creative process when using elements of style, references or other elements
- perform and apply research to animation productions of the past and use this as a basis for addressing the needs of their own production.

Competences

Students should develop competence to:

- apply theory and references for creation.

7.3.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.3.4 Exams

The learning objectives of the program element are tested at the 1st year exam after the end of the 2nd semester (for more details on Exams, see section 17 and 18).

7.4 Animation and Film Studies 2

The students will advance their knowledge of animated films and commercials through screenings of Contemporary Animated and CG films and commercials. Their themes and motifs will be analyzed and discussed, considering the possible intention of the directors and the target audience. The subjective response to the films will be discussed, and we will consider how contemporary filmmakers reference and develop on the movements of the past.

This program element relates to the common core area “Character Animation and Computer Graphics Art”.

7.4.1 Content

The program elements covers:

- Advanced use of narrative structures
- Visual storytelling
- Masters of the medium and their working methods
- Film movements and themes in relation to culture.
- Immersive storytelling and new media
- Film analysis

7.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- contemporary works within the animation and CG medium
- current tools applied by the animation and CG artists
- current production technologies utilized in the contemporary works
- genre, tone, theme and target audience
- narrative structures
- cultural relevance of animated and film movements.
- the influence of target audiences and marketing

Skills

Students should acquire the skills to:

- utilize contemporary animation and CG art as reference in regard to director’s voice, narrative style and visual style
- perform and apply research to animation productions of the past and use this as a basis for addressing the needs of their own production.

Competences

Students should develop competence to:

- create animation and CG art within the context of contemporary work
- create animation for an audience
- explore beyond what has been done to find their own voice or innovation of the media

7.4.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The program is equivalent to a total of 210 ECTS credits.

7.4.4 Exams

The learning objectives of the program element are tested at the 3rd semester exam after the end of the 3rd semester (for more details on Exams, see section 17 and 18).

7.5 Animation and Film Studies 3

Building on the Animation and Film Studies 1 and 2, this program element will focus on the elements of production that directly relates to the formats students will be working with during their 5th and 6th semester: Student shorts, games and emerging formats, allowing them to combine their knowledge and apply it to the their prepartions for the 3rd year productions.

This program element relates to the common core area "Character Animation and Computer Graphics Art".

7.5.1 Content

The program elements covers:

- Student shorts
- Games production
- Game analyisis
- Emerging formats.

7.5.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Student short film history
- Student short film analysis
- Game production
- Game analysis
- Emerging formats
- Current production technologies utilized in the contemporary works.

Skills

Students should acquire the skills to:

- perform and apply research to animation productions of the past and use this as a basis for developing and producing their own production.

Competences

Students should develop competence to:

- create animation and CG art within the context of contemporary work
- explore beyond what has been done to find their own voice or innovation of the media.

7.5.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The program is equivalent to a total of 210 ECTS credits.

7.5.4 Exams

The learning objectives of the program element are tested at the 2nd year exam after the end of the 4th semester (for more details on Exams, see section 17 and 18).

7.6 Story Development and Pitching

The students will gain an understanding of story structure across different film formats. This will better enable the students to think analytically, giving them tools to explore their own narrative ideas either classically, minimally or more abstractly.

This will carry over into the ingredients of an effective pitch, and provides opportunities for students to further develop their stories for pitching.

This program element relates to the common core area "Visual Communication and Presentation".

7.6.1 Content

The program element covers:

- Narrative structures
- How the aesthetics both visual (design, color, composition, lighting) and temporal (staging, editing, pace, duration.) either strengthen or weaken the narrative
- Linear, minimal and abstract editing
- Story development
- Pitch development.

7.6.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- analyzing narrative structures
- tools to explore their own narrative ideas
- both theory and practice with editing and the effect it has on the storytelling.

Skills

Students should acquire the skills to:

- develop an idea for a film or interactive media project
- develop the story's structure
- create a successful pitch.

Competences

Students should develop competence to:

- analyze genre, medium and format
- give and receive feedback.

7.6.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.6.4 Exams

The learning objectives of the program element are tested at the 2nd year exam after the end of the 4th semester (for more details on Exams, see section 17 and 18).

7.7 Visual Storytelling and Cinemathography

The objective is for students to acquire knowledge and practice in visual storytelling and cinematography. The students will work with both live action and animation filmmaking, getting the idea across both technically with clear staging, editing and screen direction as well as artistically using the visual language to convey the intention of the film.

This program element relates to the common core area "Visual Communication and Presentation".

7.7.1 Content

The program elements covers:

- Visual storytelling
- Basic dramaturgy, including narrative dynamics and structure
- Cinematography – Cinematic design.

7.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- best practice in relation to clarity in visual storytelling

- communicating a simple story clearly and evocatively
- cinematic design, considering location, staging, camera, lighting, composition and editing, to strengthen visual storytelling
- the use of referencing for characters and props/environments
- pacing and staging
- how to establish and maintain a safe, creative environment which encourages collaboration and the free exchange of ideas.

Skills

Students should acquire the skills to:

- implement an overall plot structure in concrete scenes which are concise and expressive
- identify and use visual genres and stylistic tools to ensure optimal communication of the themes of their story.

Competences

Students should develop competence to:

- understand how to use cinematography as a tool for strong storytelling.

7.7.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.7.4 Exams

The learning objectives of the program element are tested at the 3rd semester exam after the end of the 3rd semester (for more details on Exams, see section 17 and 18).

7.8 Pre-Production Methods and Workflow 2

In this program element, which builds on "Pre-Production Methods and Workflow 1", the students will have the opportunity to develop and create a production that communicates clearly and dynamically the genre, tone and theme. The next level of collaboration, organization and management theory and tools will be researched, utilized and evaluated.

This program element relates to the common core area "Animation Production, Technology and Industry".

7.8.1 Content

The program element covers:

- Systematic approaches to planning and creating animation production
- Collaboration and group dynamics during pre-production.

7.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- more in-depth working processes for pre-production and planning
- the importance of research and references to development of their own original production's genre, narrative and visual style

Skills

Students should acquire the skills to:

- structure a workflow for a concrete animation project
- adapt their pipeline, folder structure and production plan from the given standards and work successfully as a team with them
- give estimates of work time and track progress
- analyze and balance the complexity, style and ambition with the resources and time available for the production
- present their project at presentations

Competences

Students should develop competence to:

- understand when and how to make decisions in order to move forward in production
- set and meet deadlines based on a structured working process
- create, and utilize the team's group work protocol and their role as needed
- collaborate, delegate and communicate clearly within a group and give and receive constructive feedback.

7.8.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.8.4 Exams

The learning objectives of the program element are tested at the 5th semester exam at the end of the 5th semester (for more details on Exams, see section 17 and 18).

7.9 Production Methods and Workflow

In this program element, which builds on "Pre-Production Methods and Workflow 2", the students continue to the next stage in their production. Collaboration, organization and management theory and tools will be evaluated, discussed and adjusted as needed.

The objective of this program element is for students to become knowledgeable of all the processes involved in going from pre-production to production as well as working with colleagues in various roles.

This program element relates to the common core area “Animation Production, Technology and Industry”.

7.9.1 Content

The program element covers:

- Systematic approaches to planning and creating animation production
- Collaboration and group dynamics during production
- Participating in collaborative productions with other educations – i.e. Sonic College, ICT Engineering and the National Film School of Denmark or others.

7.9.1.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- the workflow from pre-production to production
- more in-depth working processes for production and planning
- the importance of planning to avoid bottlenecking and crunch
- working with external partners

Skills

Students should acquire the skills to:

- structure a workflow for a concrete animation project
- adapt their pipeline, folder structure and production plan from the given standards and work successfully as a team with them
- give estimates of their working time and track their progress
- present their project at presentations

Competences

Students should develop competence to:

- understand when and how to make decisions in order to move forward in production
- balance artistic choices with ressources and timelines
- set and meet deadlines based on a structured working process
- analyze, utilize and edit the team’s group work protocol and their role as needed
- collaborate, delegate and communicate clearly within a group and with external partners.

7.9.2 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.9.3 Exams

The learning objectives of the program element are tested at the third year exam at the end of the 6th semester (for more details on Exams, see section 17 and 18).

7.10 Career Design and Entrepreneurship

The objective of this program element is to introduce students to theory and practice of career design, how the industry operates and how they can utilize their skills and knowledge to engange with it in a meaningful way.

This program element relates to the common core area “Animation Production, Technology and Industry”.

7.10.1 Content

- Career design methods and tools
- Networking
- Industry overview and knowledge
- Distribution and marketing.

7.10.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- career design methods and tools
- successful networking
- the industry and how they relate to it
- distribution and marketing.

Skills

Students should acquire the skills to:

- make a plan for their career goals
- research and pursue opportunities for themselves
- present their work and themselves to recruiters
- create relevant press material for distribution of productions.

Competences

Students should develop competence to analyze their skills and abilities and how they relate to the industry to create a successfull career path for themselves.

7.10.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

7.10.4 Exams

The learning objectives of the program element are tested at the third year exam at the end of the 6th semester (for more details on Exams, see section 17 and 18).

8 Character Animation Line Compulsory program elements

8.1 Animation Drawing

Students will develop their draftsmanship and develop their understanding of what it means to draw for animation. They will be introduced to the fundamental principles of animation and apply these in practice in 2D animation basic assignments. The process of creating a 2D animation scene will be thoroughly researched, analyzed and applied from planning, to keys, to the inbetweening stage. Students will gain insight into various working methods in order to analyze and develop their own workflow. Furthermore, the initial physicality and acting theory will be translated into the animation media.

This program element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Teqniques".

8.1.1 Content

- Construction for Animation
- Animation Basics
- Animation Workflow
- Inbetweening for Animation
- Painting and color.

8.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- basic drawing for animation principles and methods
- basic animation principles applied in 2D animation
- various animation workflows relevant for 2D animation
- the 2D animation phases: planning, staging, key drawings, breakdowns and inbetweening
- how physicality and acting principles translate into animation.

Skills

Students should acquire the skills to:

- develop and apply their craftsmanship for the 2D animation medium
- plan and execute the animation scene from thumbnails to the inbetweening stage
- analyze and apply relevant 2D animation workflow methods
- explore and apply basic physicality and acting principles relevant for 2D animation
- analyze their work in relation to the applied theory and practice of 2D animation.

Competences

Students should develop competence to:

- develop and carry out an idea for the animation scene following the necessary animation stages.

- select and apply a relevant workflow method

8.1.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.1.4 Exams

The learning objectives of the program element are tested at the 1st semester test review after the end of the 1st semester (for more details on Exams, see section 17 and 18).

8.2 Animation Physicality

In this program element, students will explore the fundamentals of physicality and begin to touch upon acting in 2D animation.

The students will begin to analyze and apply a character's movement and attitude for the intended performance to impact the audience. Moreover, rhythm, sound and music will be addressed in regards to how they relate to and influence an animated scene. Students will gain insight into how to create believable and consistent characters through 2D animated performance.

This program element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Teqniques".

8.2.1 Content

- Acting
- Movement cycles
- Attitude walk
- Animation to music: Physicality and dance animation.

8.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how physicality and acting principles translate into animation
- how to apply physicality and acting principles for the intended character's performance and impact on the audience
- how rhythm, sound and music relate to and impact an animated scene.

Skills

Students should acquire the skills to:

- analyze and apply reference material and observations
- analyze and apply physicality principles relevant for 2D

- analyze and apply acting principles relevant for 2D animation
- analyze and apply rhythm, sound and music in animation.

Competences

Students should develop competence to:

- maintain strong observational skills and successfully use reference materials
- portray a believable character with a clear intention to impact the audience
- analyze and improve their workflow.

8.2.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.2.4 Exams

The learning objectives of the program element are tested at the 1st semester exam after the end of the 1st semester (for more details on Exams, see section 17 and 18).

8.3 Animation Stylization

In this program element, students will study animation stylization through analysis, development and execution of various animation styles. Furthermore, students will learn how to follow direction to create a consistent animation style as an animation team. As the study content progresses, students will be introduced to working with more complex animation scenes, including character's speech and interacting characters. In addition, clean-up techniques and methods will be introduced and explored.

This program element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Teqniques".

8.3.1 Content

- Designing for stylization
- Character design
- Monologue animation
- Interaction animation
- Clean-up animation.

8.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to develop and adapt to a character design and animation style
- how to animate efficiently
- following direction in a specific animation style

- working with monologue and lip-sync in 2D animation
- working with two and/or multiple characters in 2D animation scenes
- clean-up techniques and methods.

Skills

Students should acquire the skills to:

- analyze and create various character designs and animation styles for production
- analyze and apply how physicality and acting principles translate into various animation styles
- follow the direction through
- animate a 2D scene with character's speech
- animate a 2D scene with interacting characters
- portray a character's movement, emotion and intention through physicality and acting
- clean up animation
- develop an idea for the animation scene in accordance with a brief and scope of production.

Competences

Students should develop competence to:

- maintain a consistent animation style in relation to the overall production
- adapt to various animation styles
- select and perform a relevant workflow method for the respective production
- work in a team following directors vision and communication.

8.3.3 ECTS credits

The program element is equivalent to 15 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.3.4 Exams

The learning objectives of the program element are tested at the 1st year exam at the end of the 2nd semester (for more details on Exams, see section 17 and 18).

8.4 Animation Software and Production 1

In this program element, students work with various 2D software and analyze the tools versus the style and needs of the production. Furthermore, they will learn tips, tools and shortcuts to speed up their workflow on production.

This program element relates to the core area for the Character Animation Line: "Digitally based production for animators".

8.4.1 Content

- 2D software, interface, workflow, tips, tools and shortcuts

- Animation for TV series development.

8.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- working with various digital software
- how to best use the software for specific designs and animation styles
- how to speed up the animation process
- how to apply animation principles to digital animation process.

Skills

Students should acquire the skills to:

- utilize the relevant software suitable for the specific production/artwork
- apply basic animation principles to digital animation processes
- speed up the animation process
- work with a given direction, story, character development and design to develop an animation style in a specific software.

Competences

Students should develop competence to:

- translate knowledge of traditional animation processes into digital animation
- transfer knowledge of one digital software to learning about a new software
- understand the pros and cons of various software
- follow directors vision and communication, supervisors guidelines, and work collaboratively.

8.4.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.4.4 Exams

The learning objectives of the program element are tested at the first year exam at the end of the 2nd semester (for more details on Exams, see section 17 and 18).

8.5 Animation Software and Production 2

In this program element, students advance their understanding of various 3D softwares and analyze the tools versus the style and needs of the production. Furthermore, they will learn tips, tools and shortcuts to speed up their workflow on production.

This program element relates to the core area for the Character Animation Line: “Digitally based production for animators”.

8.5.1 Content

- 3D software, interface, workflow, tips, tools and shortcuts
- Realtime engine workflows.

8.5.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- working with various digital software for linear and non-linear storytelling
- how to best use the software for specific designs and animation styles
- how to speed up the animation process
- how to apply animation principles to various 3D animation process.

Skills

Students should acquire the skills to:

- utilize the relevant software suitable for the specific production/artwork
- apply basic animation principles to 3D animation processes
- speed up the animation process
- work with a given direction, story, character development and design to develop an animation style in a specific software.

Competences

Students should develop competence to:

- translate knowledge of traditional animation processes into digital animation
- transfer knowledge of one digital software to learning about a new software
- understand the pros and cons of various software
- follow directors vision and communication, supervisors guidelines, and work collaboratively.

8.5.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.5.4 Exams

The learning objectives of the program element are tested at the second year exam at the end of the 4th semester (for more details on Exams, see section 17 and 18).

8.6 Animation Basics

This program element aims to familiarize the student with 3D working methods while re-visiting the basic principles of animation. Eventually the program leads to analyzing and applying a simple bi-pedal character in physics-based assignments. There will be a focus on physics and truth to materials and the advantages of working in 3D software.

This program element relates to the core area for the Character Animation Line: "3D Character Animation".

8.6.1 Content

- Basic principles of 3D animation
- Turn, swing, bow, walk, run
- Weight shift, lift
- Parkour
- Pantomime.

8.6.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- basic animation principles applied in 3D animation
- various animation workflows relevant for 3D animation
- the various 3D animation phases: planning, blocking, splining and polishing
- how physicality translates into animation
- the Cartesian coordinate system
- the basic operations an animator performs on a 3D object
- forward (FK) and inverse kinematics (IK)
- how to create and use video reference
- how to effectively tell a story without dialogue
- the basics of modelling and rigging, ligting and rendering.

Skills

Students should acquire the skills to:

- analyze, plan, block, spline and finish an animated shot in 3D with bi-ped characters
- implement the 12 animation principles in a 3D animated scene
- make objects made of different materials move in a 3D space
- set up constraints and understand the difference between parenting and constraining
- use the graph editor efficiently
- switch between inverse kinematics (IK) and forward kinematics (FK)
- analyze and apply the relevant 3D animation workflow method
- apply and explore basic physicality and acting principles relevant for 3D animation
- analyze their work in relation to the applied theory and practice of 3D animation
- model and rig a simple prop with one joint
- analyze and efficiently utilize video reference and observations.
- analyze, apply and explore rhythm, sound and music.

Competences

Students should develop competence to:

- develop and idea for and complete an animation scene in 3D following the necessary animation stages
- use interaction with a prop to add character-specific traits and add to the character's performance
- create a convincing character with clear gesture and attitude
- to effectively tell a story without dialogue
- apply basic lighting and render out a basic shot.

8.6.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.6.4 Exams

The learning objectives of the program element are tested at the 2nd year exam at the end of the 4th semester (for more details on Exams, see section 17 and 18).

8.7 Advanced Animation 1

In this program element, the students begin to work with more complex animation tasks and continue to expand on the work methods in 2D or 3D animation.

Students learn to analyze and apply reference bi-pedal characters for monologue and interaction scenes. Performance, acting, staging, posing, intention and attitude come more into play as the students progress. The focus is on personality and originality in their characters while simultaneously working with lip sync and the technical aspects of constraints during physical interaction between two characters. Attention is on the character's body gestures which may communicate sub-text. The students gain understanding of the importance of polish by having them go back to earlier assignments and finesse them, adding secondary action and details to give them further life.

This program element relates to the core area for the Character Animation Line: "2D Character Animation".

8.7.1 Content

Analysis of physics and animation style begins to deepen as they develop more mastery of the subject. Quadruped animation

- Monologue
- Interaction animation.

8.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to develop and adapt to an animation style
- advanced monologue/dialogue and lip sync in animation
- the muscular-skeletal structure of the face
- polishing techniques in animation.
- how to develop and adapt to an animation style efficiently
- the anatomy, movement and behavior of the 4-legged mammals
- working with multiple characters in animation scenes
- cinematography: staging and posing
- acting and character-specific traits.

Skills

Students should acquire the skills to:

- analyze the movement of animals
- analyze and implement reference and 4-legged walk
- utilize a proper workflow for dialogue animation
- animate a scene with character's speech
- make clear gestures and timing
- analyze dialogue for accent, rhythm and emotional phrasing
- break down an action into its sub-parts
- polish animation adding secondary actions and nuance.
- animate a scene with interacting characters
- develop contrasts and clear staging in the characterization of the emotion of each character, making it clear who is the lead in the interaction
- understand each character's inner thoughts and how to portray this through the staging, posing and acting of the scene
- understand the physics of the interaction and how it affects each character
- for those students working in 3D: use inverse kinematics or forward kinematics for a bipedal character's arms when appropriate.

Competences

Students should develop competence to:

- animate complex animation scenes, including characters speaking and interacting
- continue to develop their workflow to be organized and efficient
- portray a character's movement and acting, taking animation style into consideration
- develop an idea for an animation scene and analyze the quality and ambition level vs. available time and resources

8.7.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.7.4 Exams

The learning objectives of the program element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

8.8 Advanced Animation 2

In this program element, the students advance to animate multi-legged characters and/or creatures studying references for animalistic animation.

This program element relates to the core area for the Character Animation Line: "3D Character Animation".

8.8.1 Content

- Animation of multi-legged characters and/or creatures
- Monologue and polish.

8.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the anatomy, movement and behavior of the multi-legged mammals
- how to develop and adapt to an animation style
- working with monologue/dialogue and lip sync in animation
- the basic phonetic mouth shapes for vowels and consonants
- the muscular-skeletal structure of the face
- polishing techniques in animation.

Skills

Students should acquire the skills to:

- analyze the movement of animals
- analyze and implement reference and multi-legged walk
- animate vertebrate animals
- analyze an audio clip in order to animate the dialogue
- utilize a proper workflow for dialogue animation
- animate a scene with character's speech
- make clear gestures and timing
- analyze dialogue for accent, rhythm and emotional phrasing
- break down an action into its sub-parts
- polish animation adding secondary actions and nuance.
- Competences
- Students should develop competence to:
- continue to develop their workflow to be organized and efficient
- animiate complex multi-legged characters
- animate complex animation scenes, including dialogue
- portray a character's movement and acting taking animation style into consideration

- continue to develop their workflow to be organized and efficient
- portray a character's movement and acting taking animation style into consideration
- develop an idea for the animation scene in accordance with the assignment and analyze the quality and ambition level vs. available time and resources
- set their own learning goals in relation to the outlined learning objectives of the curriculum and their own career goals.

8.8.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.8.4 Exams

The learning objectives of the program element are tested at the 2nd year exam at the end of the 4th semester (for more details on Exams, see section 17 and 18).

8.9 Development and Pre-Production for Animation

This program element enables the character animation students to use all the knowledge gained so far to work on the development and pre-production of an animated production.

This program element relates to the core area for the Character Animation Line: "Digitally Based Production for Animatiors". Content

The objective of this program element is for students to become knowledgeable of all the processes involved in development of an original IP through the pre-production from an animator's perspective.

- Development and pre-production for animation
- Research and development for animation
- Story and design in relation to animation

8.9.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to develop character designs in relation to the complexity of animation
- the importance of research and development of animation workflows and tools in order to facilitate a smooth pipeline
- developing and testing an animation style in relation to the vision of the project, considering both storytelling and design language

Skills

Students should acquire the skills to:

- apply and develop their draftsmanship
- research and analyze acting references relevant for storytelling and character arc

- develop an animation bible, ensuring consistency in animation style
- create/participate in the creation of character designs that work for the performance required

Competences

Students should develop competence to:

- plan an animation scene in accordance with the relevant industry standards and practices
- give and receive constructive criticism
- interpersonally reflect on their own professionalism and participation in a pre-production.

8.9.2 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

8.9.3 Exams

The learning objectives of the program element are tested at the 5th semester exam at the end of the 5th semester (for more details on Exams, see section 17 and 18).

8.10 Animatin Shot Production

This program element enables the character animation students to use all the knowledge gained so far to go from pre-production to production of an animated film or interactive production. Students will be able to go into depth with the character animation that communicates clearly the performance of the characters in the content of their development and the arc of the story.

8.10.1 Content

The objective of this program element is for students to become knowledgeable of all the processes involved in animation production, which includes taking an animated shot from start to finish and understanding how their work takes part of the pipeline of a production.

- Animation shot production
- Animation finish.

8.10.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Process, workflow and breakdown of animation shot production
- how animation relates to the pipeline of a production
- animation finish, being able to take a shot from planning to polish.

Skills

Students should acquire the skills to:

- start shot production with the animation bible and edit as reference
- produce animation scenes that relay the intended performance in the context of the story arc and within the given style and with varying complexity
- develop the speed and efficiency of their workflow, while maintaining a consistent animation style

Competences

Students should develop competence to:

- set own learning goals in relation to the project and their own career as animators
- produce-animation scenes in accordance with the relevant industry standards and practices
- give and receive constructive criticism
- interpersonally reflect on their own professionalism and participation in a production

8.10.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits

8.10.4 Exams

The learning objectives of the program element are tested at the third year exam at the end of the 6th semester (for more details on Exams, see section 17 and 18).

9 Computer Graphic Arts Line Compulsary Program Elements

9.1 3D Workflow

The objective is for students to gain knowledge of the CG pipeline through theory, methods and techniques in the design and creation of 3D assets, processing the assets through a 3D pipeline and how to use them in a 3D Digital Environment. During this program element, students will also develop their knowledge and skills to design and create assets based on a theme and style guide. Students will strengthen their skills for graphic and digital environment design as well as related and supporting tasks for implementing their assets in CG productions as part of a production team.

This program element relates to the core area for the Computer Graphic Artist Line: “Graphic and Digital Envirenment Development and Design: Theory, Methods and Techniques”.

9.1.1 Content

- Maya Intro 2
- Environment design

- Modeling and UV mapping environments
- Texturing environments
- Lighting materials
- Rendering and compositing.

9.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- reference resources and how to utilize them to create concept images
- workflow within a CG pipeline for environments
- analyzing and implementing environment design
- analyzing and implementing CG modelling techniques and workflows
- analyzing hard surface vs. organic modeling
- asset creation and management
- shader creation and management
- texturing fundamentals
- lighting fundamentals
- look development fundamentals
- rendering fundamentals.

Skills

Students should acquire the skills to:

- reference resources to create concept images
- develop and implement workflow in a CG pipeline
- analyze and create environment design based on a brief
- analyze and implement CG modeling techniques and workflows
- analyze geometry
- create and manage assets, shaders, textures, and lighting for environments
- create and manage basic look development for environments
- create and manage rendering for environments.

Competences

Students should develop competence to:

- develop an idea for an environment scene according to a brief
- select and apply a relevant method, following the stages of the CG workflow
- follow direction and work collaboratively
- give and receive constructive feedback.

9.1.3 ECTS credits

The program element is equivalent to 15 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.1.4 Exams

The learning objectives of the program element are tested at the 1st semester exam after the end the 1st semester (for more details on Exams, see section 17 and 18).

9.2 CG Art Software 1

This program element will introduce students to the main tools for CG Art work and productions. The students will learn interface and workflows and how to transfer this knowledge across software packages.

This program element relates to the core area for the Computer Graphic Artist Line: "Digitally Based Production Processes for GC Artists".

9.2.1 Content

- Intro to Adobe Package
- Intro to 3D Software
- 3D Software 2.

9.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- interface and workflow of the software
- the basic functions and techniques in industry-standard software
- how to transfer knowledge across software platforms
- workflow optimization in relation to software tools.

Skills

Students should acquire the skills to:

- analyze which software to use for the task
- select and use the relevant software when required
- determine the correct workflow for the assignment or project.

Competences

Students should develop competence to:

- maintain their knowledge base and further develop their understanding of the standard tools and software used in the industry
- find and use relevant online resources to learn and problem solve issues.

9.2.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.2.4 Exams

The learning objectives of the program element are tested at the 1st semester test after the end the 1st semester (for more details on Exams, see section 17 and 18).

9.3 Character 1

The objective of this program element is for students to gain knowledge of graphic & digital character development through theory, methods and techniques in the design and creation of a 3D biped.

This program element relates to the core area for the Computer Graphic Artist Line: "Graphic & Digital Character Development and Design: Theory, Methods and Techniques Content".

9.3.1 Content

Students will gain knowledge and skills within concept, design and the process of creating and managing assets through a 3D pipeline of modeling and sculpting. Students will strengthen their skills for graphic & digital character development to a style brief of semi realism. Furthermore, students will be introduced to the animation and rigging principles for characters.

- Anatomy
- Character design
- Character modeling
- Animation
- Rigging.

9.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- concept and design of a biped character
- creating concept images and understanding of reference resources
- fundamentals of human anatomy
- analyzing and implementing CG modelling techniques and workflows
- analyzing and implementing CG sculpting techniques and workflows
- understanding CG displacement
- introduction to rigging for character posing and animation
- fundamentals of animation principles.

Skills

Students should acquire the skills to:

- analyze and implement the concept and design of a biped character
- analyze and implement human anatomy
- analyze and implement CG modelling techniques and workflows for bipeds
- analyze and implement CG sculpting techniques and workflows for bipeds
- analyze and implement CG displacement for bipeds

- rig a character for posing and animation
- make an animation test
- communicate with an animator about the needs of the rig for the character.

Competences

Students should develop competence to:

- develop an idea for a character in accordance with the assignment
- select and apply a relevant method, following the stages of the CG workflow
- set their own learning goals in relation to the outlined learning objectives of the curriculum
- follow direction and work collaboratively
- give and receive constructive criticism.

9.3.3 ECTS credits

The program element is equivalent to 15 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.3.4 Exams

The learning objectives of the program element are tested at the 1st year exam after the end of the 2nd semester (for more details on Exams, see section 17 and 18).

9.4 2D workflow

The objective is for students to gain knowledge of Graphic & Digital Environment Development through theory, methods and techniques creating a layout for a CG environments and within a 2D workflow.

This program element relates to the core area for the Computer Graphic Artist Line: "Graphic & Digital Character Development and Design: Theory, Methods and Techniques Content".

9.4.1 Content

Students will Design, Conceptualize, Create and Process CG assets within a 2D pipeline. The purpose of the program element is for students to develop skills to design for layout and projections, working in a variety of different styles and media and in various contexts. Students will strengthen their skills for implementing their assets in CG productions as part of a production team.

- Projections for 2½D environments
- Render and compositing for 2½D environments
- Layout, background and compositing for the short-short film
- Concept design.

9.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- working from storyboard to layout on a production
- how to develop and adapt to a visual style a background for a production
- how to create an efficient workflow from layout, background and compositing
- following direction in a specific visual style, through 1:1 with director/teacher and in a team with collaborators/classmates
- concept and design for 2D key shots, backgrounds and projections
- composition and cinematography
- compositing renders in After Effects
- the workflow of After Effects to premiere
- the workflow of digital layout for 2D productions.

Skills

Students should acquire the skills to:

- translate a storyboard into a layout
- analyze the key shots for potential 2½D projections
- analyze and implement a concept and design for 2D key shots, backgrounds and potential camera projections
- analyze and implement the composition and cinematography of a shot to relay the intention of the scene in regards to tone
- create compositing renders in After Effects
- analyze and implement the workflow from After Effects to Premiere
- reproduce and/or develop an environment design and visual style relevant for the production
- create an efficient workflow from layout, background and compositing
- follow the direction through 1:1 and in production teams
- develop an idea for the key shot in accordance with the assignment, analyzing the quality and ambition level vs. available time and resources
- set their own learning goals in relation to the outlined learning objectives of the curriculum.

Competences

Students should develop competence to:

- maintain a consistent visual style in relation to the overall production
- adapt to various visual styles
- select and perform a relevant workflow method for the respective production
- work in a team following the given direction.

9.4.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.4.4 Exams

The learning objectives of the program element are tested at the 1st year exam after the end of the 2nd semester (for more details on Exams, see section 17 and 18).

9.5 Character 2

This program element relates to the core area for the Computer Graphic Artist Line: Graphic and Digital Character Development and Design: Theory, Methods and Techniques.

9.5.1 Content

The objective of this program element is for students to gain knowledge of the aesthetic, communicative, and technical aspects of creature character development, design and creation of assets. The students will study the anatomy of animals and their functional relationship with the environments. Students will develop, design and create a CG character to be implemented in the following program element, Look Development.

- Design
- Modeling and sculpting workflow and technique for quadrupeds
- UV mapping and texturing.

9.5.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- anatomy of animals
- how animal design is influenced by the environment
- how to translate 2D designs into 3D
- creating concept images and understanding of reference resources
- CG modeling, sculpting and texturing techniques and workflows
- UV mapping techniques and workflow
- understanding of CG displacement.
- relevant softwares.

Skills

- analyze and implement a concept and design of a creature character with consideration to functionality, environment and living conditions
- analyze and implement multi-legged anatomy
- communicate the character's movement
- analyze and implement CG modelling, sculpting and texturing techniques and workflows for quadrupeds
- analyze and implement CG displacement for creatures
- understand the relation between topology, UV and texturing maps and how to cultivate an efficient workflow
- understand low, mid and high frequency details and where to generate what within a modeling and texturing workflow
- operate relevant softwares

- implement a consistent folder structure and pipeline for this assignment.

Competences

Students should develop competence to:

- develop an idea for a creature character based on a brief
- create a creature character and communicate it's functionality
- perform a relevant work method, following the stages of the CG workflow
- make informed decisions at the right time in order to move forward in production
- set and meet deadlines on the basis of a structured working process
- balance artistic choices with ressources and timelines
- give and receive constructive criticism

9.5.3 ECTS credits

The program element is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.5.4 Exams

The learning objectives of the program element are tested at the 3rd semester exam at the end of the 3rd semester (for more details on Exams, see section 17 and 18).

9.6 Look Development

This program element relates to the core area for the Computer Graphic Artist Line: Graphic and Digital Character Development and Design: Theory, Methods and TechniquesContent

The objective of this program element is for students to gain knowledge of the aesthetic, communicative and technical aspects of look development for integrating a CG asset into a live action environment. Using their assignment from the program element: Creature character, students will learn to integrate it into and environment of their choise.

- Look development; implementation of the light, shade, render and composting of the creature character asset into a final shot.

9.6.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- working with live-action environments and integration
- working with HDRI and photogrammetry sets to match and simulate lighting conditions from a live-action environment
- procedural shading and how it can supplement texturing
- rendering engines with the aim of creating efficiency and quality in renders
- 3D render passes and how they can be utilized in compositing
- analyzing the set-up of render passes from the 3D software needed for the shot
- multi-pass compositing – recreating the beauty pass in comp

- projection analysis and workflow
- set dressing.

Skills

Students should acquire the skills to:

- create procedural shading for their shot
- integrate CG elements into a live-action environment using HDRI and photogrammetry techniques to simulate lighting conditions
- apply composite integration techniques to match the live-action environment
- set up render passes
- work with a render engine efficiently
- work with a multi-pass compositing set-up
- develop an efficient workflow for compositing
- implement a consistent folder structure and pipeline for an assignment.

Competences

Students should develop competence to:

- apply a relevant work method, following the stages of the CG workflow
- set their own learning goals in relation to the outlined learning objectives of the curriculum
- make informed decisions at the right time in order to move forward in production
- set and meet deadlines on the basis of a structured working process
- balance artistic choices with ressources and timelines
- give and receive constructive criticism.

9.6.2 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.6.3 Exams

The learning objectives of the program element are tested at the 3rd semester exam at the end of the 3rd semester (for more details on Exams, see section 17 and 18).

9.7 Character 3: Rigging for Animation

This program element relates to the core area for the Computer Graphic Artist Line: Graphic and Digital Character Development and Design: Theory, Methods and Techniques.

9.7.1 Content

The purpose of this program element is for students to gain knowledge of the technical and communicative aspects for creation of 3D character assets for animation. Building on their knowledge of anatomy, students will be able to translate their 2D designs into functional CG assets.

- basic understanding of the anatomy rigs: mesh, skeleton and controls
- prop rigging for animation
- character rigging for animation
- CG planning and workflow.

9.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how shape, volume and proportion shapes affect character performance for animation
- awareness of believable anatomy even in stylized or cartoony characters
- sculptural approaches to modeling
- rigging for animation
- working with references, hierarchies, spaces, object rotation orders
- basic understanding of attributes, connections and contraints
- blendshapes
- communicating with the animators about the character's needs for performance
- analyzing and developing a folder structure and pipeline for an assignment.

Skills

Students should acquire the skills to:

- analyze the animatic and previz for the rig's functionality
- rig an asset and make it production-ready for animation
- work within a team to implement a consistent set-up for the character rigs
- implement a consistent folder structure and pipeline for such an assignment within the team.

Competences

Students should develop competence to:

- build basic rigs useable for animation
- communicate functionality with animators
- make informed decisions at the right time in order to move forward in production
- balance artistic choices with ressources and timelines
- give and receive constructive criticism.

9.7.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.7.4 Exams

The learning objectives of the program element are tested at the 2nd year exam at the end of the 4th semester (for more details on Exams, see section 17 and 18).

9.8 CG Art Software 2

This program element relates to the core area for the Computer Graphic Artist Line: Digitally-Based Production Processes for CG Artists.

9.8.1 Content

This program element introduces more advanced softwares for both compositing and rendering for both full linear CG production, immersive formats and CG integration in live action.

Students will gain insight into the interface, uses and workflow of relevant softwares. The program element also uses the softwares as a way of understanding the entirety of the pipeline and helping students to improve their workflow. Students will gain understanding of what can be achieved in by the right use of passes, render layers, 3D-space in compositing software, projections, rendering etc.

- Compositing software
- Realtime engine renders and workflows
- Shot set-up, pipeline and workflow.

9.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Game engine asset production pipelines
- Realtime engine pipelines
- digital image fundamentals
- the GUI
- color channel management
- grading and color correction
- node-based systems
- the most important nodes and how they work
- setting up render passes and layers in a node-based flow
- linear workflow
- working with 3D space in compositing
- how to create projections
- deep compositing and point clouds
- thorough understanding of the 3D pipeline and how compositing connects.

Skills

Students should acquire the skills to:

- assemble a shot from render passes
- target certain areas of an image using ID-passes
- set up a shot in 3D space and projecting the different elements of the image on cards
- work with point clouds and deep compositing
- work with live-action material
- grade and color correct a show

- design an optimal workflow that gives a maximum of flexibility in terms of making changes to the shot.
- create and optimize assets for realtime rendering
- work comfortably within realtime workflows and asset servers.

Competences

Students should develop competence to:

- work with digital images in a non-destructive way
- overview a workflow and making choices that allow for speed, creative freedom and flexibility
- follow direction and work collaboratively
- give and receive constructive criticism.

9.8.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.8.4 Exams

The learning objectives of the program element are tested at the 2nd year semester exam at the end of the 4th semester (for more details on Exams, see section 17 and 18).

9.9 Development and Pre-Production for CG Arts

This program element enables the CG artist students to use all the knowledge gained so far to work on the development and pre-production of a CG film or interactive production.

This program element relates to the core area for the Computer Graphic Artist Line: “Digitally Based Production Processes for Computer Graphic Artists”.

9.9.1 Content

Students will be able to go into depth with the original content of the project, developing and planning CG assets and shots that communicate clearly and dynamically the genre, tone and theme.

The objective of this program element is for students to become knowledgeable of all the processes involved in development of an original IP through pre-production from the CG artist’s perspective.

- Development and pre-production for CG artists
- Research and development for CG assets and shots
- Story and design in relation to CG assets and shots

9.9.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to develop the visual style befitting the project's storytelling
- how to develop the software, tools, and workflow for a CG pipeline.

Skills

Students should acquire the skills to:

- research and analyze visual references relevant for the locations, lighting and materials
- create character designs that work for the performance required, analyzing character model and rig setup in relation to animation style
- create consistency in the look of the shots
- research and develop a 3D pipeline and folder structure

Competences

Students should develop competence to:

- plan a CG asset and scene in accordance with the relevant industry standards and practices
- give and receive constructive criticism
- interpersonally reflect on their own professionalism and participation in pre-production.

9.9.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.9.4 Exams

The learning objectives of the program element are tested at the 5th semester exam at the end of the 5th semester -(for more details on Exams, see section 17 and 18).

9.10 CG Shot Production

This program element enables the CG art students to use all the knowledge gained so far to go from pre-production to production of a CG film or interactive production. Students will be able to go into depth with the CG assets and shots to communicate clearly the visual style within the tone and arc of the story.

This program element relates to the core area for the Computer Graphic Artist Line: "Digitally Based Production Processes for Computer Graphic Artists".

9.10.1 Content

The objective of this program element is for the students to become knowledgeable of all the processes involved in a CG production.

- CG shot production
- Post-production

9.10.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to translate designs and visual development into production ready assets
- post-production, adding a level of polish within the framework of the production style

Skills

Students should acquire the skills to:

- produce scenes that relay the intended look in the context of the story arc and within the given style
- establish and implement and folder structure

Competences

Students should develop competence to:

- produce a CG scene in accordance with the relevant industry standards and practices
- give and receive constructive criticism
- interpersonally reflect on their own professionalism and participation in production

9.10.3 ECTS credits

The program element is equivalent to 5 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

9.10.4 Exams

The learning objectives of the program element are tested at the third year exam at the end of the 6th semester (for more details on Exams, see section 17 and 18).

10 Internship as a part of the program

As part of the Professional Bachelor's Degree Program in Animation, students must complete three periods of internship equvalent to a total of 30 ECTS credits.

The purpose of the internship is to give students a practice-based introduction to the areas covered by the course program in a professional context.

10.1 Internship 1

The first internship period is in the 3rd semester. Students work with a client to develop a commercial campaign. During this internship, students gain experience in working with a client, creative development, scoping and pitching a commercial campaign to communicate a message of the client's choice to their desired target audience.

During the internship, students are guided by development and concept supervisors to complete the tasks of the idea generation and producing material for a pitch.

Prior to commencement of the internship, the internship client must be approved by the educational institution. The educational institution will assess the relevance of the internship host to the course program as well as the ability of the internship host to comply with the internship requirements, including giving feedback on the interns' work and progress.

The working week is 35 hours. However, in busy periods, the student may expect to work more during periods prior to presentation.

Prior to the internship, an agreement outlining the learning objectives of the internship will be prepared. To make sure that the internship meets these learning objectives, the internship host, the student and the educational institution collaborate on the terms and sign the agreement. The internship agreement must be completed prior to the commencement of the internship.

10.1.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to work with a client on a commercial campaign
- the processes of developing a project with a commercial focus
- target audience communication
- understanding what a professional pitch includes
- the dynamics of group work.

Skills

Students should acquire the skills to:

- do work for hire
- asses their own abilities and scope productions
- constructively work with idea development
- pitch commercial projects.

Competences

Students should develop competence to:

- work with clients
- engage in creative development
- communicate
- collaborate
- give and receive feedback.

10.1.2 ECTS credits

The internship is equivalent to 5 ECTS course. The course program is equivalent to a total of 210 ECTS credits.

10.1.3 Exams

The learning objectives of the program element are tested at 3rd semester exam (for more details on Exams, see section 17 and 18).

10.2 Internship 2

The 2nd internship period is during the 4th semester and is building on top of Internship 1. During this internship, students gain further experience with working with a client cooperation, how to plan and manage for a production within scope, pre-production and shot production of a commercial campaign to communicate a message of the client's choice to their desired target audience.

The working week is 35 hours. However, in busy periods, the student may expect to work more during periods prior to presentation. The group must evaluate their style and complexity in relation to their skillset, learning objectives and scope with their supervisors to manage creative ambitions with the scope of the production.

Prior to the internship, an agreement outlining the learning objectives of the internship will be prepared. To make sure that the internship meets these learning objectives, the internship host, the student and the educational institution collaborate on the terms and sign the agreement. The internship agreement must be completed prior to the commencement of the internship.

10.2.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to scope a production
- managing ressources with creative ambitions and timelines
- transitioning from development to production
- collaboration.

Skills

Students should acquire the skills to:

- manage the nature and pace of pre-production and shot-production
- understand different roles and responsibilities on a production
- how to assess own abilities and skills and communicate them clearly
- engange in work for hire productions.

Competences

Students should develop competence to:

- communicate
- collaborate
- work within scope
- assess their own strengths and weaknesses and communicate them clearly
- proactively engage in their own skills development
- understand the full production pipeline

- give and receive feedback.

10.2.2 ECTS credits

The internship is equivalent to 5 ECTS course. The course program is equivalent to a total of 210 ECTS credits.

10.2.3 Exams

The learning objectives of the program element are tested at the 2nd year exam after the end of the 4th semester (for more details on Exams, see section 17 and 18).

10.3 Internship 3

The third internship is during the 7th semester. The purpose of the internship is to give the student a practice-based introduction to the areas covered by the course program in a professional context. Thus, the internship is a period of learning, and the studio (the internship host) commits to giving the student an opportunity to acquire the learning outcomes set in the internship agreement.

The internship must take place in companies operating within the areas covered by the course program in Denmark or internationally. During the internship, the student will train their ability to translate knowledge into skills and competencies through working in a professional setting.

The student is required to take active part in finding a relevant internship company. Prior to commencement of the internship, the internship company must be approved by the educational institution. The educational institution will assess the relevance of the internship company to the course program as well as the ability of the internship company to comply with the internship requirements, including supervising the intern's work and progress. The student will have a contact person at the company who will follow their progress and give feedback to their development.

The educational institution will prepare a list of internship companies and assists students in identifying relevant internship partners.

The internship must have a duration of at least ten weeks and must resemble a practice-based working day in a relevant professional context. The recommended work week is 37 hours per week. The student should be considered an apprentice, not a regular labour force.

The internship is unpaid, but according to section 14, Legal basis, the student may receive an acknowledgement in appreciation for his or her work in the form of a small payment from the internship host. The amount must not exceed DKK 3.000 (2017-prices) a month and must not be offered as a pre-agreed amount similar to employment income.

The student must identify individual learning objectives and include them in the agreement using the template provided by the educational institution. To make sure that the internship meets these learning objectives, the internship company, the student and the educational institution collaborate on the terms and sign the agreement.

The student is responsible for getting the agreement signed by themselves, the internship company and the educational institution prior to the commencement of the internship.

The date of commencement of the internship period may vary depending on the agreement made with the internship company. However, the internship agreement must be completed prior to the commencement of the internship.

The educational institution is responsible for outlining the framework and terms set for the internship company as well as the student in the form of the internship agreement.

Copyright must be agreed by the student and the internship company when signing the internship agreement. The internship host may ask the student and the educational institution to sign a non-disclosure agreement.

Upon completion of the internship, the internship company must confirm if the student has complied with the criteras for completing the internship.

The student must complete an evaluation of the internship and complete their internship report.

10.3.1 Learning objectives

The aim is a practice-based introduction to the professional industries within the areas the Bachelor in Animation program is targeted towards.

Alongside the other elements of the course program, the internship contributes to accomplishing the overall learning objectives for the program as well as securing the alignment of theory and practice.

The goal is to develop the student's ability to identify their own learning objectives, develop and translate knowledge into practice-based skills and competencies and to reflect on their own role in relation to the professional industry.

Knowledge

Students should acquire knowledge of:

- applied theory and methods within the domain of the internship
- business procedures in a professional setting
- the professional areas and roles covered by the internship company's field and practice
- the business area of the internship company
- the role of the internship
- the business procedures, working day and network of the internship host or organization.

Skills

Students should acquire the skills to:

- adapt to and work within a specific role within a production pipeline
- analyze and communicate their technical and creative skills
- assist in problem-solving
- translate skills into practice
- work actively, collaboratively and independently as part of the working processes of the internship company
- develop their abilities within the role they are performing based on their own reflection and feedback from their supervisors and colleagues.

Competences

Students should develop competence to:

- identify and utilize relevant knowledge within a company
- work collaboratively
- understand the requirements of a professional production and company
- assess their own skills and identify learning needs
- act in a professional context
- assess their own strengths and weaknesses and proactively engage their own skills development

10.3.2 ECTS credits

The internship is equivalent to 20 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

10.3.3 Exams

Students prepare a written internship report (for more details on Exams, see section 17 and 18).

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11 The final examination project

The Professional Bachelor's Program in Animation concludes with a bachelor report, a related bachelor portfolio and an oral exam.

11.1 Bachelor project

The bachelor report is based on a topic of the student's own choice within one or more of the core areas covered by the course program. Using their 3rd year production and their internship as point of departure, the students write a report where they analyze their work thus far and define a career path for the coming 1 ½ -5 years.

The report should demonstrate an independent analysis and critical reflection of the student's artistic work and development thus far, its relevance to the professional industry, how it relates to the topic of choice, and how it relates to their career design plan.

To support and illustrate the foundation of the career path described in the report, the student must create a portfolio representing their work targeted towards their chosen career path clearly illlustrating their artistic and / or technical skills

11.1.1 Learning objectives

The learning objectives of the bachelor project are identical to the overall learning objectives of the full course program as described above in section 1 as well as in Appendix 1 to the Ministerial Order on the Professional Bachelor's Degree Program in Animation.

11.1.2 ECTS credits

The bachelor project is equivalent to 10 ECTS credits. The course program is equivalent to a total of 210 ECTS credits.

11.1.3 Exam

The bachelor report and portfolio are individual projects completed on the 7th semester and concluded with an oral exam (the Bachelor exam) at the end of the 7th semester..

Practical and formal requirements are described in more detail under Exams in section 17 and 18.

12 Elective elements

In order to complete the Professional Bachelor's Degree Program in Animation, students must complete four elective elements equivalent to 5 ECTS credits each. The placement of the elective elements in the program structure is specified below in the section on placement of program elements and internship.

Electives provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree in a desired specialization and role and by adding new perspectives within areas related to the core areas of the course program.

At the PBA in Animation, students can choose between the electives described in "Appendix 1 to curriculum for the Professional Bachelor's Degree Programs in Animation and Graphic Storytelling"

Availability of the different electives will be based on number of students, available teachers etc.

13 Credit transfer

Passed program elements, including internships, may equate the program elements available at other educational institutions in Denmark and abroad offering the Professional Bachelor's Degree Program in Animation or a similar program.

Credit transfer is awarded based on a professional evaluation of whether or not the passed elements or prior work experience matches the level and contents of one or more elements and/or internships in the Professional Bachelor's Degree Program in Animation.

The rules for automatic, compulsory credit transfer can be found in the Ministerial Order on Admission to Academy Profession Programs and Professional Bachelor Programs and in the Ministerial Order on Academy Profession Programs and Professional Bachelor Programs.

The obligation to inform on passed program elements from other institutions on the same level as well as the rules for automatic, compulsory credit transfer can be found in the Ministerial Order on Admission to Academy Profession Programs and Professional Bachelor Programs and in the Ministerial Order on Academy Profession Programs and Professional Bachelor Programs. These rules also apply to elective elements on the Professional Bachelor's Degree Program in Animation.

The application for credit transfer, which is not covered by the rules for compulsory credit transfer, must be submitted to the course administration not later than one month prior to the start of the program element/internship for which credit is applied. The application for credit transfer must be submitted to the study administration at The Animation Workshop.:

14 Placement of educational elements and internships, including exams, in the program structure

The PBA Degree Programme in Animation is a full-time higher education. Students who follow the standard programme structure, including exams, will follow the below progression.

The PBA in Animation can deviate from the above progression in case of periodes of extended illness, maternity/paternity leave ofr for other valid reasons. In such cases, a student will not follow the below progression. Likewise, a student whose progression has been altered cannot be assured to follow the programme with the same group of students.

14.1 Character Animation Line

1st year

1st semester		
Drawing and Design 10 ECTS	**Animation Drawing** 10 ECTS	**Animation Physicality** 10 ECTS
First Semester Exam – Character Animation Line Oral exam based on exam assignment **Prerequisites for exam:** yes		

2nd semester			
Animation and Film Studies 1 5 ECTS	**Pre-production Methods and Workflow 1** 5 ECTS	**Animation Stylization** 15 ECTS	**Animation Software and Production 1** 5 ECTS
First Year Exam – Character Animation Line Oral exam based on storyboard assignment and animation assignment **Prerequisites for exam:** yes			

2nd year

3rd semester				
Animation and Film Studies 2 5 ECTS	**Visual Storytelling, Cineatography and Previz** 5 ECTS	**Advanced Animation 1** 5 ECTS	**Animation Basics** 10 ECTS	**Internship 1** 5 ECTS
3rd Semester Exam – Character Animation Line Written report based on showreel **Prerequisites for exam:** none				

4th semester					
Animation and Film Studies 3 5 ECTS	**Story Development and Pitching** 5 ECTS	**Advanced Animation 2** 5 ECTS	**Animation Software and Production 2** 5 ECTS	**Elective: Specialization** 5 ECTS	**Internship 2** 5 ECTS
Second Year Exam – Character Animation Line Oral exam based on an animation assignment **Prerequisites for exam:** none					

3rd year

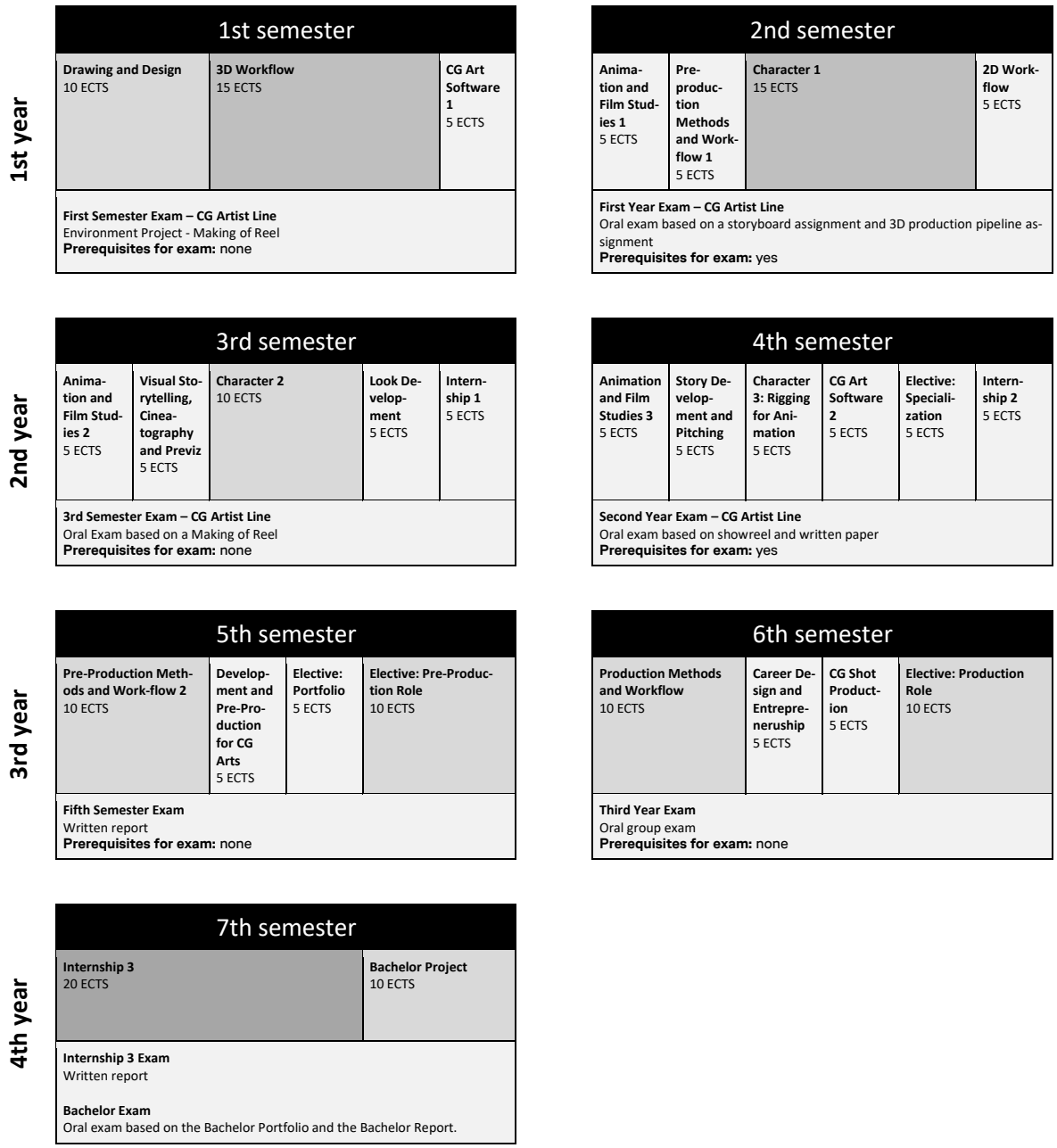
5th semester			
Pre-Production Methods and Work-flow 2 10 ECTS	**Development and Pre-Production for Animation** 5 ECTS	**Elective: Portfolio** 5 ECTS	**Elective: Pre-Production Role** 10 ECTS
Fifth Semester Exam Written report **Prerequisites for exam:** none			

6th semester			
Production Methods and Workflow 10 ECTS	**Career Design and Entrepreneruship** 5 ECTS	**Animation Shot Production** 5 ECTS	**Elective: Production Role** 10 ECTS
Third Year Exam Oral group exam **Prerequisites for exam:** none			

4th year

7th semester	
Internship 3 20 ECTS	**Bachelor Project** 10 ECTS
Internship 3 Exam Written report **Bachelor Exam** Oral exam based on the Bachelor Portfolio and the Bachelor Report.	

14.2 Computer Graphics Line



15 Parts of the program which can be completed abroad

Internships may be done abroad without special application/agreement to this effect.

In addition, students may complete a program element equivalent to as a minimum 5 and as a maximum 30 ECTS credits abroad (i.e. maximum one full semester). To enroll in a program abroad, students must submit an application to the program management of the Professional Bachelor's Degree Program in Animation. Students may study abroad on the 2nd or 3rd year (i.e. on the 3rd, 4th, 5th or 6th semester).

Application to complete program elements abroad must be submitted to the Study Coordinator for the class that the program elements to be completed are a part of. Application to complete elements on the autumn semester must be submitted prior to 1 June whereas application for elements on the spring semester must be submitted prior to 1 December.

The application must include a description of the elements that replace the elements under this curriculum (scope, purpose, learning objectives).

To complete one or more program elements abroad, students must as a minimum have finished their first year of study.

16 Internship

As part of the Professional Bachelor's Degree Program in Animation, students must complete three periods of internship. The students will work on identifying and contacting potential internship companies as well as prepare a plan for the internship.

Through an interplay with the other course program elements, students set and meet the learning objectives of the course program as well as ensure that theory is linked to professional experience during the internship. The internships therefore aim to train students in using the knowledge acquired in a practical context.

Finally, the internship should help students identify their own learning needs and develop their own professional knowledge, skills and competences.

16.1 Requirements and approval

During internships, compulsory attendance is required. In general, weekly hours will be 37 hours.

Approval of the compulsory attendance is a precondition for completion of the internship. It is the contact person/the internship company who takes attendance. If the contact person/the internship company assesses that the requirement for compulsory attendance has not been met, the student, the contact person and the educational institution plans how the non-attendance can be improved. This could be by cancelling study days and/or weekends, by prolonging the internship or by planning specific qualifying activities. If the non-attendance cannot be improved before the end of the internship period, the internship cannot be assessed as completed.

The assesment of whether the internship can be considered completed is based on the following criteria:

- That the student shows up at the internship company as agreed and complies with the compulsory attendance requirement
- That the student performs the task agreed in order to comply with the internship learning objectives
- That the student observes the regulations that apply at the internship company.

The contact person/the internship company is responsible for informing the PBA in Animation if the internship period cannot be assessed as completed. The PBA in Animation must be informed before the end of the internship period.

A student only has the right to one internship per each internship period.

This means that the student will be disenrolled from the program if he or she does not meet with the criteria for assessment of completion of the internship.

If the lack of compliance with the compulsory attendance requirement is the result of unusual circumstances, the student can apply for exemption and enter into another internship agreement.

Please note that there is no assessment of whether the student has in fact complied with the learning objectives (this is documented in the exam). It is only assessed whether the student has had sufficient opportunity to acquire the knowledge, skills and competences required.

A new period of internship may be placed at another time in the course program if it is not possible for administrative or practical reasons to offer a new period of internship in the same semester. Please see the overview of placement of program elements and internship above.

16.2 The role of the internship institution/company

It is the responsibility of the internship company to ensure that the internship requirements specified are complied with. This is necessary to secure that the student has the possibility of meeting the objectives of the internship.

The internship company must ensure that a student doing his/her internship works to comply with the learning objectives of the internship in a reasonable manner by offering guidance to the student.

The internship company does not have the competence to ensure or incorporate into the recommendation to the Professional Bachelor's Degree Program in Animation whether a student doing internship is considered qualified to work in the animation industry after completing the course program. The recommendation of the internship company regarding the internship of a student at the company can only be the company's assessment of whether and to what extent the internship requirements are complied with.

The internship company is under commitment not to terminate the internship prematurely before the program management of the Professional Bachelor's Degree Program has been contacted with the purpose of solving a conflict or problem between the student and host.

17 Exams in the Professional Bachelor's Degree program in Animation

17.1 Spelling and writing skills

All projects and exams on the Professional Bachelor's Degree Program in Animation are conducted in English.

In written and oral exams that are based on a written paper prepared by the student, the student's spelling and writing skills carry a significant weight in the assessment of the student's performance.

17.2 Exams under special conditions

The Professional Bachelor's Degree Program in Animation offers exams under special conditions to students with special needs, e.g. health and linguistic issues, to ensure that these students will have the possibility to complete exams on an equal footing with students without such

needs. The level of the exam as well as the objectives and criteria for assessment of the exam performance can never be altered by an offer to do an exam under special conditions.

Exams under special conditions are offered to students by application and on an individual basis. The program management assesses the merits of each application and decides if and to what extent an exam under special conditions is warranted.

17.3 First year exam

The exams at the end of the 1st semester and 2nd semester (first year exam) must be passed before the end of the first year of study. If the exam is passed at a re-exam before the commencement of the program elements that make up the 2nd year of study, the exam is considered to have been passed on time, and the student may continue their studies in accordance with the progression outlined above under placement of program elements and internship.

Students cannot be exempted from the requirement to pass the first-year exam before the end of the first year of study as specified in § 4, stk. 2 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programs.

Applying for transfer, changing academic major or leave of absence for other reasons than illness, maternity/paternity leave, adoption or conscription is not possible until the student has passed all the exams that are part of the first-year exam.

17.4 Re-examination and illness

17.4.1 Illness

Students who are exempt from participating in a particular exam due to documented illness or other documented reason according to section 7 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programs will be re-examined as soon as possible.

Students are automatically registered for the re-examination.

In exceptional cases, a re-examination can be planned in connection with the next ordinary exam in the same program element.

Students are informed of the time and place of the re-examination as soon as possible after the ordinary exam.

17.4.2 Failed attempt

Students who do not pass an exam will be automatically registered for re-examination and informed of the time and place of the re-examination, which must take place as soon as possible after the ordinary exam.

According to Ministerial Order on Examinations on Professionally Oriented Higher Education Programs, the student has three attempts in all to pass each exam. In case the student fails all 3 attempts, she/he may apply for an exemption to register for an additional attempt. An exemption can be granted by the educational institution (represented by the Director of the Education), if the student can justify that the failed attempts were caused by extraordinary circumstances.

If the student has used all his/her attempts to pass an exam, his or her enrolment in the course program will be terminated (according to the Ministerial order on access to Professionally Oriented Higher Education Programs. Not showing up for an exam or handing in on time, is considered a missed attempt.

17.5 Cheating, plagiarism and disruptive behavior

17.5.1 Cheating and plagiarism

According to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes, cheating is, among other things, when a student:

1. plagiarises, including reuses own text (self-plagiarism) without referring to a source or using quotation marks,
2. falsifies,
3. fails to disclose or is deceitful about own effort or results,
4. takes part in forbidden cooperations,
5. receives or tries to receive help during an exam or helps others in situations that do not involve a group exam,
6. uses non-permitted aids,
7. unlawfully has obtained prior knowledge of the exam assignment/paper,
8. gives misleading information when attending the exam, or
9. attempts to bypass, deactivate or in any other way prevent the use of electronic surveillance programs of the educational institution.

If a student cheats, the exam paper handed in by the student will not be assessed, and the student will be considered to have used an exam attempt.

Students can also receive written warnings. In aggravating circumstances or if cheating is repeated, the Professional Bachelor's Degree Program in Animation can also decide to temporarily or permanently suspend the student from the Professional Bachelor's Degree Program in Animation.

These rules also apply to the exam prerequisites.

17.5.2 Disruptive behavior

During exams, students must behave considerately, and observe the instructions given by the invigilator, the examiner and the external examiner.

17.6 Complaints about exams and appeals

17.6.1 Complaints about exams

A student enrolled in the Professional Bachelor's Degree Program in Animation has a right to continue his or her studies in the period during which a complaint is investigated or an appeal is considered. This applies to complaints filed according to section 40 or 43 of the Ministerial Order no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Profession and Bachelor Programmes.

Complaints about continuous exams can only be filed as part of a complaint about an exam in the program element.

A student can complain about academic and legal issues in relation to an exam, including the conduct of the exam. This applies to exams in a program element or partial exams. The complaint must be submitted to The Animation Workshop not later than two weeks after the student has had the chance to learn the results of the exam. The deadline for complaints is at the earliest calculated from the point in time when the Professional Bachelor's Degree Program in Animation has announced that the result will be available.

In complaints regarding academic issues, the course management at The Animation Workshop immediately asks the examiners for a statement. The examiners have a deadline of two weeks to submit a statement to the case. July is exempt from this deadline period. The examiners must comment on the academic issues in the complaint. The student who has filed the com-plaint should have at least one week to comment.

In unusual circumstances, the course management at The Animation Workshop can prolong the examiners' deadline.

The Professional Bachelor's Degree Program in Animation, as represented by the associate dean responsible for the exam, will make a decision on the case. The decision will be based on the complaint, the comments of the examiners in relation to academic issues and the com-ments of the complainant.

A decision on a complaint can have one of the following outcomes:

1. An offer of a new assessment of a written exam (re-assessment)
2. An offer of a new exam (re-exam)
3. A dismissal of the complaint, or
4. A combination of 1 and 3 if the exam is a written exam with an oral defense.

The student may appeal legal issues in a complaints case to a board of appeals. Legal issues may be appealed to the Danish Agency for Higher Education and Science.

The student has a deadline of two weeks to appeal the decision of the Professional Bachelor's Degree Program in Animation.

17.6.2 Appeals

The appeals board at The Animation Workshop is set up on an ad hoc basis. The board consists of two appointed external examiners, one lecturer entitled to conduct exams and one student. All members of the board must represent the speciality area covered by the Pro-fessional Bachelor's Degree Program in Animation.

The appeals board decides the case based on the material on which The Animation Workshop made the original decision as well as the appeal.

The decision in the appeals case must be sent to The Animation Workshop not later than two months after the appeal has been submitted to the board. July is exempt from this period.

The appeals board decides one of the following:

- To offer a new assessment (re-assessment) (only for written exams)
- An offer for a new exam (re-exam)
- To dismiss the case, or

- A combination of the three possibilities above if the exam is a written exam with an oral defense.

A decision by the board of appeals on academic issues cannot be appealed to another administrative authority.

A decision by the board of appeals on legal issues can be appealed to the course management at The Animation Workshop who will make a decision on the case. The complaint about the decision of the board of appeals must be presented to the course management at The Animation Workshop not later than two weeks after the student has received the decision of the board of appeals.

The decision of the Professional Bachelor's Degree Program in Animation may be appealed to the Danish Agency for Higher Education and Science according to section 48 in the Ministerial Order no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Pro-fession and Bachelor Programmes.

17.6.2.1 Re-assessment or re-exam

It must appear from an offer of re-assessment or re-exam that this can result in a lower grade.

If a decision includes an offer of re-assessment or re-exam, this offer must be accepted not later than two weeks after the student has been notified. Re-assessment or re-exam must take place as soon as possible.

If a diploma has been issued, the course management must confiscate this.

New assessors are appointed for both re-assessment and re-exam. The chairman of the corps of examiners will, however, appoint an external examiner if this is relevant or required in the actual case.

The new assessors must assess the exam based on the exam assignment and the response.

The new assessors must include written arguments to substantiate their assessment.

A student cannot submit another complaint about academic issues related to a re-assessment or re-exam to the Professional Bachelor's Degree Program in Animation or to any other authority. In re-assessments or re-exams, a student can complain to the Professional Bachelor's Degree Program in Animation about legal issues. The course management will decide on the case.

A decision on legal issues by the course management at The Animation Workshop in connection with a re-assessment or a re-exam may be appealed to the Danish Agency for Higher Education and Science according to section 48 in the Ministerial Order no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Profession and Bachelor Programmes.

17.6.2.2 Complaints to the Danish Agency for Higher Education and Science

When legal issues are concerned, the final decision made by the course management at The Animation Workshop may be appealed to the Danish Agency for Higher Education and Science. The appeal must be lodged within two weeks from the day when the complainant has been notified of the decision.

The complaint is submitted to the Professional Bachelor's Degree Program in Animation who prepares a statement that the complainant must have a chance to comment on within a period of at least one week. The Animation Workshop will then submit all the documents of the case for decision by the Danish Agency for Higher Education and Science.

18 The Exams

The exams on the Professional Bachelor's Degree Program in Animation are assessed on the basis of the learning objectives of one or more of the program elements of the program. The learning objectives assessed at each specific exam are specified below.

At the start of each program element, a student is automatically registered for all exams in that particular element. By being registered for an exam, a student uses an exam attempt.

18.1 First Semester Exam – Character Animation Line

Area

The learning objectives for the program elements that are part of the 1st semester exam:

- 7.1 Drawing and Design
- 8.1 Animation Drawing
- 8.2 Animation Physicality

Competences

The focus of the 2D animation exam assignment is on the physics of the character and the basic animation principles.

Students should be able to carry out the animation, choosing an appropriate workflow method, as well as involve reference material as needed in order to portray a character's movement. Consideration should be given to the model construction and consistency of the design as well as the staging and posing of the character.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a showreel with exercises produced throughout the semester representing each of the previously described program elements tested at the exam.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

Oral exam based on exam assignment

Duration: 30 minutes.

The exam is individual.

Basis for exam

The exam is based on the 2D animation assignment that the student should create over a period of three days based on an outline. The outline is handed out at the beginning of the exam.

Scope and project

Students are required to complete 72 frames (3 seconds) of animation based on the given storyboard, model sheets and background.

The 2D animation must be handed in within the deadline stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the animation exam assignment. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled, and talk about the planning of their scene and workflow. When assessing the student's assignment, emphasis is placed on the extent to which the student is able to demonstrate the knowledge of the core areas covered on the 1st semester in their work

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.2 First Semester Exam – CG Artist Line

Area

The learning objectives for the program elements that are part of the 1st semester exam:

- 7.1 Drawing and Design
- 9.1 3D Workflow
- 9.2 CG Art Software 1

Competences

Students should document address the workflow and pipeline of an entire 3D indoor environment in which the students develop, design and produce work for each step of the production.

Exam form

This is a project exam where students create a Making off Reel.

The exam is individual.

Basis for exam

The students create a making of a reel based on the 3D Workflow – Environment Development program element.

Scope and project

Students are required to hand in a "Making of Reel", demonstrating their work from each of the pipeline and production steps on their 3D Workflow – Environment Development program. This includes from Environment Design, Environment Modeling and UV mapping, Intro to Texturing and Lighting Materials. Furthermore, the students are required to hand in their Maya Project directory for review.

Environment Project – Making of Reel

- Concept Design – Mood board/Material & light board. Thumbnails and sketches and final piece
- Turnaround of hero assets/props and UV and texture maps.
- Final render and breakdown of compositing.

The Making off Reel must be handed in within the deadline stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The exam is based on the making of reel. When assessing the student's reel, emphasis is placed on the extent to which the student is able to demonstrate knowledge of the core areas covered on the 1st semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.3 First Year Exam (at the end of the 2nd semester) – Character Animation Line

Area

At the exam, the learning objectives for the following program elements on the 1st and 2nd semester are tested:

- 7.2 Pre-Production Methods and Workflow 1
- 7.3 Animation and Film Studies 1
- 8.3 Animation Stylization
- 8.4 Animation Software & Production 1

Competences

Emphasis is placed on the extent to which students are able to plan and prepare a storyboard and a complex digital animation scene, following the necessary animation stages and choosing the appropriate workflow method as well as involve reference material as needed in order to portray a character's acting.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a showreel with exercises produced throughout the semester representing each of the previously described program elements tested at the exam.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

Oral exam based on storyboard assignment and animation assignment.

Duration: 30 minutes.

This is an individual exam.

Basis for exam

The exam is based on the storyboard assignment and the digital 2D animation assignment. The outline for the assignments are handed out at the beginning of the exam.

Scope and project

Students are required to do 120 frames (5 seconds) animation completed using the given storyboard, layout and model sheets. Students have four and a half days to complete the assignment.

In addition, the storyboard assignment is handed out to students (they have 2 ½ hours to complete this assignment).

The assignments must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the exam assignments storyboard and animation. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled, and talk about the planning of their scene and workflow. When assessing the student's exam, emphasis is placed on the extent to which the student is able to demonstrate knowledge of the program elements covered during the 2nd semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.4 First Year Exam (at the end of the 2nd semester) – CG Artist Line

Area

At the exam, the learning objectives for the following program elements on the 1st and 2nd semester are tested:

- 7.2 Pre-production Methods and Workflow 1
- 7.3 Animation and Film Studies 1
- 9.3 Character 1
- 9.4 2D Workflow

Competences

Students should have a firm grasp of both the creative and technical aspects of the production pipeline for a CG Artist. The student will be tested on their perception and implementation of 2D work and 3D modeling work. Emphasis is placed on the student's ability to plan and implement a complex production task in a CG pipeline. Students are expected to choose and select relevant software tools and apply their knowledge of visual communication relevant for the assignment requirements.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a showreel with exercises produced throughout the semester representing each of the previously described program elements tested at the exam.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

Oral exam based on a storyboard assignment and 3D production pipeline assignments.

Duration

30 minutes.

This is an individual exam.

Basis for exam

The exam is based on a storyboard assignment and 3D production pipeline assignments. The outline for the assignments is handed out at the beginning of the exam.

Scope and project

Students have 4½ days to complete a selection of 3D production pipeline assignments.

In addition, the storyboard assignment is handed out to students (they have 2 ½ hours to complete this assignment).

The assignments must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the exam assignments: storyboard and 3D pipeline. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled. Emphasis is placed on the student's reflections on and argumentation for his/her choices in working with the assignment, and the extent to which the student is able to demonstrate knowledge of the program elements covered during the 2nd semester in their work.

Moreover, the assessment is based on the extent to which the student is able to reflect on his/her own learning and development during the semester as displayed through the assignment.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.5 Third Semester Exam – Character Animation Line

Area

The purpose of the exam is to assess the knowledge level of each student, based on the different workflows and programs that were introduced during the 3rd semester.

The learning objectives of the following program elements are tested at the exam:

- 7.4 Animation and Film Studies 2
- 7.7 Visual Storytelling, Cinematography and Previz
- 8.6 Animation Basics
- 8.7 Advanced Animation 1.
- 10.1 Internship 1

Competences

Students should demonstrate their knowledge of the methods and workflows of 3D character animation and how it relates to 2D character animation. There should be a focus on the differences of working in either 2D or 3D animation, physics, truth to materials, dialogue and, interaction. Furthermore, the students should reflect on their own learning, process and areas of development.

Exam form

This is an individual, written exam

Basis for exam

The exam is based on a written report using a showreel as a visual reference for the report.

Scope, project and written product

Students are required to hand in a written report of 2-4 standard pages and a showreel consisting of selected assignments produced thoughtout the semester representing each of the progarm elements tested at the exam to serve as the visual reference for the written report.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel and written exam paper must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The emphasis for the assessment will be focused on how well the students have understood the learning objectives for the semester. The assessment is based solely on the written report using the showreel as a visual reference for the report.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.6 Third Semester Exam – CG Artist Line

Area

The purpose of the exam is to assess the knowledge level of each student, based on the different workflows and programs that were introduced during the 3rd semester.

The learning objectives of the following program elements are tested at the exam:

- 7.4 Animation and Film Studies 2
- 7.7 Visual Storytelling, Cinematography and Previz
- 9.5 Character 2
- 9.6 Look Development.
- 10.1 Internship

Competences

Students should demonstrate their understanding of the workflow and pipeline of look development using their creature character project as a source to create a Making of Reel.

Exam form

The oral exam is based on a Making of Reel.

Duration: 30 minutes.

The exam is individual.

Scope and project

Students are required to include work from each of the pipeline steps representing the program elements listed above into the Making of Reel.

The Making of Reel must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the Making of Reel. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled. When assessing the student's assignment, emphasis is placed on the extent to which the student is able to demonstrate knowledge of the core areas covered on the 3rd semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.7 Second Year Exam (at the end of the 4th semester) – Character Animation Line

Area

The learning objectives of the following program elements are tested at the exam:

- 7.5 Animation and Film Studies 3

- 7.6 Story Development and Pitching
- 8.5 Animation Software and Production 2
- 8.8 Advanced Animation 2
- 10.2 Internship 2
- 12 Elective (Speciliazation).

Competences

Students must demonstrate their knowledge and understanding of following a brief, planning and accurately preparing for their creative work and translate it into an animation scene using the skills and techniques aquired throughout the program elements tested at the exam.

Exam form

Oral exam based on thean animation assignment

Duration: 30 minutes.

The exam is individual.

Basis for exam

The exam is based on an animation assignment where the students are given the option to complete the assignment in 2D or 3D. The outline for the assignment is handed out at the beginning of the exam.

Students have five days to complete the assignment.

If the exam assignment is handed in after the deadline stipulated, it will be considered a failed attempt, and the student must apply for a re-exam.

Scope and project

Students are required to do a 6-8 seconds 2D or 3D animation scene. They must also include all planning and reference materials.

The assignment must be handed in within the deadlines stipulated and following the standards

Basis for assessment

The individual oral exam is based on the student's presentation of their exam assignment. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled, and talk about the planning of their scene and workflow.

When assessing the student's exam, emphasis is placed on the extent to which the student is able to demonstrate knowledge of the core areas covered during the 4th semester including their ability to plan and execute an animation scene within a timeline and following all standards required as outlined in Section 19 of the Study Program.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.8 Second Year Exam (at the end of the 4th semester) – CG Artist Line

Area

The learning objectives of the following program elements are tested at the exam:

- 7.5 Animation and Film Studies 3
- 7.6 Story Development and Pitching
- 9.7 Character 3: Rigging for Animation
- 9.8 CG Art Software 2
- 10.2 Internship 2
- 12 Elective (Speciliazation)

Competences

The students must demonstrate their ability to analyse and reflect on their workflows, defend artistic choices made in the showreel assignments and present the knolwdege and skills aquired working with a client and in groups.

Prerequisites for the exam

It is a prerequisite for participating in the exam that an internship showreel illustrating how the students want to present themselves in the future, has been handed in and approved within the deadline stipulated and are following the standards outlined in section 19 of the Study Program unless otherwise stipulated.

Exam form

This is an oral exam based on a written paper and showreel.

Duration: 30 minutes.

The exam is individual.

Basis for exam

The showreel and written paper is the basis for the oral exam.

Scope, project and written product

Students are required to hand-in a showreel with exercises produced throughout the semester representing each of the previously described program elements tested at the exam. It must be clear how the work has been produced.

In addition, students are required to hand in an individual written paper where the student reflect on work process and work flow, and analyse their own project. The scope of the written paper must be 4-6 pages and must be structured according to the template handed out prior to the end of the semester.

The showreel and written paper must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the student's presentation of their showreel and paper. Students are expected to briefly present their showreel and paper; the intention, where they succeeded and struggled. When assessing the emphasis is placed on the extent to which the students is able to demonstrate knowledge of the core areas covered on the 4th semester and their ability to analyse and reflect on their learning.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.9 Fifth Semester Exam

Area

The learning objectives of the following program elements are tested at the exam:

- 7.8 Pre-production Methods and Workflow 2
- 12 Elective (Pre-production Elective)

For Animators:

- 8.9 Development and Pre-production for Animation

For CG Artists:

- 9.9 Development and Pre-production for CG Arts

Competences

The students reflect on their own learning and effort during the semester. They consider their role in pre-production, their participation in groupwork and how their craftmanship fits pre-production.

The students must be able to showcase their understanding of the program elements listed above.

Exam form

This is a written individual exam.

Basis for exam

The exam is based on a written report.

Scope, project and written product

The scope of the report must be 5-6 standard pages as described in Section 19 of the Study program and the report must be structured according to the template handout.

The assignments must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The emphasis for the assessment will be focused on how well the students have understood the learning objectives for the semester. The assessment is based solely on the written report.

Assessment

The exam is assessed by an internal examiner according to the 7-point grading scale.

18.10 Third Year Exam (at the end of the 6th semester)

Area

The learning objectives of the following program elements are tested at the exam:

- 7.9 Production Methods and Workflow
- 7.10 Career Design and Entrepreneurship
- 12 Elective

For Animators:

- 8.10 Animation Shot Production

For CG Artists:

- 9.10 CG Art Shot Production

Competences

With the 3rd year project and final production report as a departure, the students participate in an oral group examination, discussing their learning throughout the semester. Emphasis is placed on each student's ability to reflect upon their learning related to their own efforts in the 3rd year project and final production report.

Exam form

This is an oral group exam with individual assesment, consisting of 2-8 students pr. group. Each student will get 5 minutes to present at the beginning of the examination. The standard time limit pr. student is 20 minutes; however, the overall length of the examination will not exceed two hours, including time for assessment and grading. Students will be graded individually based on their performance during the oral exam.

Basis for exam

The oral exam's point of depature is the 3rd year project and final production report, which the group will produce together.

Scope, project and written product

The scope of the 3rd year project will have been determined early in the school year by the group. The production report must be done in the team, making sure each team member contributes to its creation. The length and content of the report is determined in the assignment handout.

The project must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The students will be assessed on their performance during the oral group examination, focusing on how well they present, discuss and reflect upon their learning throughout the year, both as individuals and as a group.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.11 Internship 3 Exam (at the end of the 7th semester)

Area

The exam is based on the following program elements:

- 10.3 Internship 3

Competences

The students reflect on their own learning and effort as well as the nature and relevance of the internship host. Furthermore, they consider how their portfolio and internship preparation affected their internship. And finally how their internship contributes to or affects their choice of career path.

Exam form

This is an individual written exam.

Basis for exam

A written report prepared on the basis of a template worked out by the educational institution. The template is handed out prior to commencement of the student's internship. The internship report prepared on the basis of the template must be handed in by the hand-in date specified. The date for the internship report hand-in will be announced at the start of the semester.

Scope, project and written product

The scope of the report must be four to six standard pages (see Section 19), and the report must be structured according to the template handed out prior to the first internship check-in.

The report must be handed in within the deadlines stipulated and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

Emphasis is placed on the student's ability to reflect on their role on the internship in the context of their technical, artistic and a professional skillset and competences. Furthermore, the students should consider how their work prior to the internship period resulted in their internship.

Feedback from the company confirmation will be included in the assessment.

Assessment

The exam is assessed by an internal examiner according to the 7-point grading scale.

18.12 Bachelor Exam

The Bachelor report, portfolio and exam are based on a topic of the student's own choice within one or more of the core areas covered by the course program. Using their 3rd year production and their internship as point of departure, the students write a report where they analyze their work thus far and define a career path for the coming 1 ½ -5 years.

The report should demonstrate an independent analysis and critical reflection of the student's artistic work and development thus far, its relevance to the professional industry, how it relates to the topic of choice, and how it relates to their career design plan.

To support and illustrate the foundation of the career path described in the report, the student must create a Bachelor portfolio representing their work targeted towards their chosen career path clearly illlustrating their artistic and / or technical skills.

Competences

Using the written bachelor report and visual bachelor portfolio, the aim is for students to define their career goals, analyse and illustrate how their work relates to these goals, and create a plan for how to reach their goals.

Prerequisite for the exam

Students cannot sit the Bachelor exam until all other exams of the course program, including the internship exam, have been passed.

Exam form

The oral exam is based on written and visual work.

This is an individual exam.

Basis for exam

The exam is based on:

1. The Bachelor Portfolio
2. The Bachelor Report
3. The Oral Exam.

Scope, project and written product.

1. The Bachelor Portfolio
   The Bachelor Portfolio must demonstrate the student's artistic and / or technical skills within an area of the course program targeted towards the career plan outlined in the Bachelor Report.

2. The Bachelor Report
   The Bachelor Report must have a scope of 13-15 standard pages (see Section 19 for formal standards).
   Using their 3rd year production and internship as point of departure, the students will design a career plan for the coming 1 ½ - 5 years. To inform the plan, the students must analyze their work thus far and describe how the choices made in the Bachelor portfolio support the career plan.

It is a prerequisite for participating in the oral exam that both the bachelor report and portfolio have been handed in within the deadline stipulated and that they-comply with the requirements specified in the description below (scope, project and written product).

Basis for assessment

The basis for the assessment are the Bachelor Portfolio, the Bachelor Report and the oral exam.

Assessment

The exam is assessed according to the 7-point grading scale by an internal and external examiner. Students are given an overall grade for the Bachelor Portfolio, Bachelor Report and Oral Exam.

19 Formal standards for assignments and projects

19.1 Standards

The following requirements apply to all written assignments and exam papers at the Professional Bachelor's Degree Program in Animation:

Format:

- Frontpage, including:
  - Title
  - Author
  - Date
  - Title of the course program and educational institution
  - Title of the project and paper
  - Number of typing units (including spaces)
- Table of Contents
- Header on all pages should include your name and project title
- Headlines for the chapters
- Page numbers throughout the document
- 1½ line spacing
- 11pt font
- For all written assignments, projects and exam papers at the Professional Bachelor's Degree Program in Animation, a standard page is 2400 typing units (including spaces)
- All written assignments must be handed in digitally in word or pdf as stipulated to the specified system or drive and folder following the relevant naming convention.

The following requirements apply to all visual / video assignments and exams at the Professional Bachelor's Degree Program in Animation:

Format:

- Filetype: MP4,
- Codec: H264,
- Resolution: 1280x720 or 1920x1080,
- Frame rate: 24fps,
- Field Order: Progressive,
- Pixel Aspect Ratio: Square Pixels (1.0)

Work-files must be handed in according to specifications outlined in the assignment hand-out.

All assignments and exams must be handed in digitally to the specified system or drive and folder following the relevant naming convention.

It is equally a requirement that the written assignment or exam paper is assessed as an honest product. This means that it should appear from the form and content of the assignment or paper handed in that the student has worked seriously with the assignment or paper, and that the student has made an effort to comply with the requirements and objectives for the written assignment or paper. It also means that the form and content of the written assignment or paper is not insulting, made-up, unethical or in any other way inconsistent with academic good prac-tice.

After written assignments and exams are handed in, the Professional Bachelor's Degree Program in Animation will assess whether the formal standards for the written product have been complied with. Lack of compliance with the formal standards will mean that the assignment or paper will be rejected and the student must hand in a new product. If the written assignment or exam paper is required to be registered for an exam or forms the basis of an exam, lack of compliance with this requirement means that the student has used an exam attempt. Further-more, if a student fails to meet the requirement for good academic practice, it may have consequences according to VIA's disciplinary rules for students.

19.2 References

Quotations in written assignments and projects at the Professional Bachelor's Degree Program in Animation must be clearly marked in the text. In-text quotations should be set off with quotation marks at the beginning and end of the quotation. Quotations should be indented, written in italics or otherwise clearly marked in the text. References should be listed for visual quotations as well.

The following referencing requirements apply to all written and visual assignments, productions, reels, projects and exam papers at the Professional Bachelor's Degree Program in Animation:

- Author, name of reference, year of publication, edition, publishing company, page number(s).

When using digital material, the name of the author, reference, year of publication and URL should be stated.

Referencing should be in the form of footnotes, end notes or as a parenthesis in the main text (in written assignments).

Incorrect referencing, including omitted references, will be counted as an error and can become the subject of investigations into plagiarism.

20 Instruction and working methods in the Professional Bachelor's Degree Program in Animation

The students enrolled in the Professional Bachelor's Degree Program in Animation are expected to demonstrate a high level of commitment in all aspects of the course program. Students are encouraged to take part in and exert influence on their education through active participation in the activities that are part of the course program as well as by offering feedback to lecturers on their teaching and to fellow students on their work. Moreover, they should take an active role in the study environment of the course program as well as of The Animation Workshop in general.

Apart from the requirement on active participation in teaching (see below for more details), extensive evaluation procedures and a long tradition of strong and dedicated collaboration with coordinators and management through the Student Council are an integral part of the Professional Bachelor's Degree Program in Animation.

Below is a description of the course program organization as well as of the instruction and working methods applied.

20.1 Differentiation of teaching

The course program applies a variety of teaching methods, as described below in this chapter.

In common projects and speciality projects, students are offered guidance by a teacher or coordinator. Guidance is based on the content of the assignment or projects as well as students' individual skillset and needs. The guidance aims to support the individual student or group of students through structured conversations based on the assignement/project, subject, method and learning objectives.

20.2 Study activity model

The below study activity model describes the types of activities that are part of the course program and shows who is responsible for initiating the activities as well as who the participants are.

Students are required to attend all activities and participate actively in all activities listed under category 1 and 2. The activities in category 1 are typically scheduled activities while students are expected to plan their own time and activities within the remaining categories.

The model illustrates how students are expected to gradually spend more time on individual activities as the number of teacher-managed activities goes down, and the course program becomes increasingly project-based.

Study activity model **PBA in Animation**	**1st year**	**2nd year**	**3rd year**	**4th year**
Category 1 The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers. • Teaching & Guest Lectures • Consulting & Supervising • Presentation & Critique • Evaluation of Teaching • Post Mortems • Class Meetings • Exam Reviews	40 %	35 %	25 %	5 %
Category 2 The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only. • Projects & Assignments • Group Meetings • Writing Papers • Preparing for Exams • Exam • Screenings • Collaborations with External Partners	50 %	50 %	30 %	30 %
Category 3 Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only. • Research Business • Internship • Study Groups & Mentoring • Group Meetings • Workshops • Student Council Meetings	5 %	10 %	35 %	60 %
Category 4 Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers. • Social Activities & Events • Network & Mentoring • TAW Talks • Screenings • Workshops • Self-guided projects	5 %	5 %	10 %	50 %

20.3 Planning of teaching activities

20.3.1 Modules

Teaching at the Professional Bachelor's Degree Program in Animation is planned in modules which use an experimental and practice-based approach.

The modules are based on the learning objectives of the core areas of the course program. All in all, the course program has been planned so that the complexity of the theory and applied methods increases through the program.

The modules are divided into the following main categories:

Tool modules

The purpose of the tool modules is for students to acquire knowledge of how relevant tools are used. The modules introduce both analogue and digital tools. Through the modules, students should acquire knowledge of both the tools that are industry-standard and new, innovative tools. These modules are process-oriented.

Craft modules

In the craft modules, students work with a specific skill within animation and CG arts (e.g. life drawing, perspective, dialogue and much more). The aim is for students to acquire knowledge of and master a broad range or relevant technical skills within Animation and CG Arts. These modules are sometimes process and other times product-oriented.

Production modules

The production modules are courses where students typically work with a specific production. Production modules will typically include a number of smaller assignments that are part of the hand-in of a large production. Moreover, production modules will normally include topics and issues that students should address through the production (e.g. clarity, plot structure, genre and much more). These modules are sometimes process and other times product-oriented.

Theory modules

Theory modules aim to introduce students to theories related to the whole area of Animation and CG Arts. To a lesser extent, the modules will include practical exercises, the purpose of which is for students to demonstrate knowledge of the theories.

20.4 Working methods

20.4.1 Teacher-managed instruction with active participation

Teaching

Classroom instruction in the form of lectures, demonstrations, description of assignments, discussions, exercises and small assignments, etc. Students are expected to listen actively and participate in ways required by the teacher.

Studio work

When doing studio work, students carry out assignments individually or in groups at their work stations. Students are expected to complete assignments to the best of their ability, receive or ask for the teacher's guidance and feedback and hand in completed assignments in time to the designated folder with the proper naming convention.

Presentation and criticism

Evaluation of assignments in class with the teacher and/or the rest of the class. Students are expected to present their work, to give and receive feedback from fellow students and teachers openly, positively and reflectively, to ask and answer clarifying questions for feedback and to make note of feedback on their own work.

Evaluation of teaching

Individual, written evaluation and/or joint evaluation of the workshop and teacher will take place on an average of every other year for the specific workshop/teacher. Students are required to make their honest and reflective opinion known and thereby contribute actively to continuous improvement of the teaching and curriculum at the Professional Bachelor's Degree Program in Animation.

Class meetings

Joint information and discussions in class are managed by the coordinator or students. Students are expected to listen, participate actively and contribute constructively to the discussions.

Writing papers

As part of the Professional Bachelor's Degree Program in Animation, students prepare a number of written papers, including the bachelor project and internship report, but also film analyses and other written papers.

Written papers must be written in appropriate language and comply with guidelines for academic hand-ins, including notes, references, etc. Students are expected to proofread their text before handing it in. Written papers must be handed in at the deadline stipulated by the educational institution and comply with the formal requirements, including length and mode of hand-in.

20.4.2 Project and group work with active participation

Group projects

Projects where students work together in groups of two or more to complete assignments or projects. The individual student is expected to contribute actively to the group work with the aim of reaching a compromise and to assume responsibility for completing assignments on time and using a professional attitude and qualified approach.

Production meetings

Production meetings with or without teachers or coordinators. Students are expected to discuss projects constructively with their group, to give the teacher or coordinator a status on the project and on group discussions as well as be open and positive to the suggestions and feedback from the teacher, supervisor, or consultant.

Post-Mortem

Post-Mortems are for students to reflect upon a completed project. What were the main insights to take away? Students are expected to discuss their own learning and professional development as well as give and receive feedback from their team members and supervising teachers. Students are expected to promote an open environment and to participate constructively and reflectively, to ask and answer clarifying questions for feedback and to make note of feedback on their own work and professionalism.

Collaborations with external partners

On a current basis, the Professional Bachelor's Degree Program in Animation and The Animation Workshop initiate collaboration with different relevant external partners, including studios and educational institutions all over the world, for the purpose of strengthening the network of potential partners that may teach modules or do guest lectures at the program. Prerequisite for taking part in exams and study activity

20.4.3 Main projects

Students complete four main projects as part of the course program, and it is a prerequisite for taking the exams scheduled on these semesters that students have participated actively in completing the projects.

Short-Short Project

This project is a collaboration between the CG Artist and Character Animation programs. The students will work together from initial concept through to the finished short film targeted at a children's audience. It is required to incorporate the given random elements and style guides assigned to the group.

2nd Year Project

The project will take the students through the entire animation production pipeline.

The students gain experience working with a client for a social media spot. The students will act both as an ad agency and a production house. Students will come with general directions towards the ad, researching the target audience and on how best to reach it. They will create a pitch to the client within the given parameters, communicating the core message. They will gain insight into the process of working with a client to deliver the film with the budget and deadline.

The 3rd Year Production

The 3rd Year Production is a major compulsory project, spanning over the 5th and 6th semesters. Students pitch ideas for films or interactive productions. During the project, students work individually and/or in groups. This is determined via the pitch, project selection and team formation process. The projects are selected based on produceability: If it is possible to create a team of interested students with relevant learning objectives to produce the idea within a realistic scope.

The production is taught by supervisors, guest lecturers and consultants who support the student's learning and collaboration.

21 Prerequisite for taking part in exams and study activity

It is a prerequisite for taking part in some exams in the program that the student hand in the exercises that have been defined as “key deliverables” of the program element.

The students will be informed ahead of time, which exercises that will be defined as “key deliverables”.

If the student do not meet this requirement the student use an exam attempt.

21.1 Study activity

According to the Ministerial Order on Professional Bachelor’s Degree Program in Animation and Professional Bachelor Programmes, students must participate in the program scheduled by the educational institution.

The Animation Workshop expects all students to commit themselves fully to their studies and take an active role in teaching, projects and all other program and study activities. Students are required to take responsibility for the development of their own professional and personal skills by participating in learning activities and teamwork with other students.

During internships, compulsory attendance is required. In general, weekly working hours will be 37 hours. However, in busy periods, the student must expect to work more if this is also expected from the other employees at the internship company or organization.

The Animation Workshop expects a high level of study activity and that students all take an active role in all modules and program elements that are part of the course program. A high level of study activity is required for students to develop professional competences, and it is essential that students take responsibility for the development of their own professional and personal skills by participating in learning activities and teamwork with other students.

If a student has not passed at least one exam at the PBA in Animation for a consecutive period of at least one year, the student may be expelled from the course program in accordance with the rules in the Ministerial Order on Admission to Academy Profession and Professional Bachelor’s Programs. The student will be given information about his or her failure to meet the study activity requirement prior to the expulsion.

Students may at any time check their own study activity by contacting the study administration.

22 Texts in foreign languages

All teaching and instruction at the Professional Bachelor’s Degree Program in Animation is in English.

23 Leave of absence

Taking a leave of absence means that a student cannot participate in classes, exams or any other activity as part of the PBA in Animation during the leave of absence. Upon conclusion of the leave of absence, the student resumes his/her studies at the point in the program from which the leave started. The student is still enrolled in the program and can not be enrolled in other full time programs.s

If it is not possible to start at that point in the program, the PBA in Animation will, if at all possible, provide program elements until the normal progression can be resumed, such that the student's program is not extended beyond the prescribed period of study. Only when this is not possible can the student have periods with no study related activities.

Leave of absence can only be granted for periods of complete program elements. This does not apply to maternity/paternity leave or leave on the basis of adoption and conscription.

Leave of absence for any other reason than maternity/paternity leave, adoption or conscription can only be applied for after the student has passed the 1st year exam(s).

If leave of absence for any other reason than maternity/paternity, adoption or conscription is granted, this period is included in the maximum period of study.

If a student wishes to stop his leave of absence, he or she may do so by application to the course management.

A student cannot receive funds form the State Education Grant and Loans Scheme (SU) during leave of absence except in cases of maternity/paternity leave or adoption.

23.1 Maternity/paternity leave, adoption and conscription

The PBA in Animation cannot reject an application for leave of absence on the basis of documented maternity/paternity leave, adoption or conscription. The end of a leave of absence should, as far as possible, be planned to coincide with study start or the start of certain program elements. This is done to ensure the fewest periods without study related activities as possible as well as the least amount of time where the student does not have access to the State Educational Grant and Loans Scheme (SU).

In connection with maternity/paternity or adoption, leave of absence may be granted for a period of up to 12 months and must terminate not later than 12 months after the birth or adoption. The request for leave of absence must be documented by birth certificate, maternity record, adoption certificate or other relevant documentation.

Leave of absence based on maternity/paternity, adoption or conscription is deducted from the maximum period of study.

23.2 Application

An application for leave of absence must be in writing and stating the reasons for the leave of absence. VIA University College can ask that the application is submitted on a special form, which can be digital.

Leave of absence cannot take effect retroactively and application must be submitted at least one month prior to the start of the leave.

24 Exemptions

The PBA in Animation at VIA University College can make exemptions from any rule in this curriculum.

25 Entry into force and transition rules

This curriculum enters into force from the onset of the academic year 2022. Any prior curriculum for the Professional Bachelor's Degree Program in Animation will be repealed as from this date.

Students who at the time of entry into force of this curriculum were covered by a prior curriculum for the PBS in Animation can only complete the course program based on this curriculum.

26 Legal basis

This curriculum is based on the following legal documents.

- Lov om erhvervsakademiuddannelser og professionsbacheloruddannelser (senest bekendtgjort ved lovbekendtgørelse nr. 1343 af 10/12/2019)
- Bekendtgørelse nr.[BEK nr 2672 af 28/12/2021] om erhvervsakademiuddannelser og professionsbacheloruddannelser (LEP-bekendtgørelsen)
- Bekendtgørelse om uddannelsen til professionsbachelor i animation (bekendtgørelse nr. 470 af 09/05/2018])
- Bekendtgørelse nr. BEK nr 36 af 13/01/2022 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser (adgangsbekendtgørelse)
- Bekendtgørelse nr.BEK nr. 863 af 14/06/2022 om eksamener og prøver ved professions- og erhvervsrettede videregående uddannelser (eksamensbekendtgørelse)
- Bekendtgørelse nr. BEK nr. 1125 af 04/07/2022 om karakterskala og anden bedømmelse ved uddannelser på Uddannelses- og Forskningsministeriets område (karakterbekendtgørelsen).