2023

Experimental Animation (ANI-2-EA-19)

General information

Course ID
ANI-2-EA-19

Course type
Module

Credits (ECTS)
6 ECTS

Language of instruction
Dutch, English

Study Year
Year 1

Offered by
HKU Media

Contact time (hours)
72

Self-tuition (hours)
96

Course information

Content 1
The "Experimental Animation" module focuses on experimentation for both 2D and 3D students. You work on a series of visual and technical research assignments, from which you further develop your own authorship. Your process, research and the way you communicate about these, are the key elements. At the beginning of the module, you will be given a workbook with generic reading content, inspiration and also specific work pages to keep track of your goals and the process.

To develop your authorship further, as a starting point in week 1 you reflect on your final presentation of viewing 1b, and also on the work that you made and intend to make for the course. You discuss what your work is about, in essence, which layers you can identify and which layers your fellow students and the lecturers recognise. They mirror and help you guide your development further. In the first week, you also discuss the significance of these experiments' research areas within this model and formulate your own ambitions and topics or themes within those areas. Research areas for the experiments include Light and Space, Composition (storytelling), Composition (aesthetic), Abstraction, Rhythm, Sound, Stratification, Tactility, Texture and Materials.

Next, you work two weeks on fixed themes in one-day workshops, and one week with a two-day workshop. You work on concrete experiments based on the defined research areas, ambitions, topics/themes and assignments given by the lecturer.

In that period, you may also be working in various workshops at different locations, and cooperation is encouraged.

Every week ends with a closing session to reflect on the work produced. These sessions also count as short, informal practicing sessions for the Criterion Based Interview that concludes the module.

In weeks 5 and 6, you work on research based on interests you discovered earlier and formulate concrete objectives within new experiments. During this period, the coaching is not assignment-based, but supports and challenges the student's own path.
The work produced in these weeks is also discussed and, at the end of each week, concluded with a brief supervised group reflection session.

In the last 2 weeks before concluding the module, you will translate the outcomes of your experiments into practice and apply them in a short film. You can collaborate with others, if you wish, provided the collaboration supports your self-formulated goal. This does not need to be a completed work; the idea is to apply research within the context of a greater whole.
Assessment takes place in week 8.

The module comprises the following phases:

1. Reflection and themes
2. Joint programme
3. Programme of choice
4. Fine tuning and preparing for the examination
5. Criterion-oriented interview

The 2D and 3D animation students work together in this module.

Learning objectives
After completing this module, you will be able to:

- To make links between the chosen animation technique, research and personal development, on the basis of experiments
- To reflect on the process of creative research and experimentation in relation to the student's own authorship and to steer the development towards possible further steps
- To explain orally and in writing what has been researched

Competences

Competences

- 01. Creative skills
  -
- 02. Capacity for critical reflection
  -
- 03. Capacity for growth and innovation
  -
- 05. Communication skills
  -

Education forms

Information Instructional modes
Group lessons, group discussions
Individual practice
Pressure cooker

Instructional modes

- Group lesson
- Practical
- Pressure cooker

Assessment criteria

Assessment criteria
The criterion-oriented interview should clearly demonstrate the following aspects:

Students can talk about how they have shown daring by stepping outside their comfort zone in their designs and working methods, leading to artistic research into techniques and media that are new to them.

Based on discoveries made in separate experiments, in set and free assignments, students can show how work has been created on the basis of development.

Students have used primary and secondary sources for research and can reason how this has led to new metacognitive insights into their own work and development.

Students have shown daring by demonstrating new and applicable personal insights and making them a subject for discussion.

Students can talk about how they have taken authorship and used their insights in one final expressive work.

Students provide written and visual evidence of growth from the start until now, with a path for the future.

In a criterion-oriented interview, you get the opportunity to convince the examination committee, in a structured verbal interview, that you have sufficiently mastered the learning objectives. You do so by explaining your work, design choices and design process as clearly and concretely as possible. Beforehand, you upload images from your experiments and a description (maximum of two pages) of your experiment and research.

The assessment committee will ask questions about your actions and behaviour: what exactly did you do, what was your contribution, how did you react …?
If your answers are not personal and concrete enough, the committee will be difficult to convince.

The interview follows a set structure comprising the following stages:
• The introduction and word of welcome. You are put at ease, the goal is discussed again, the working method is explained, and mutual expectations and any uncertainties are discussed.
• The determination of which learning objectives are key and what you are being assessed on.
• The discussion of your work and design process, in which you want to show that you have mastered and achieved the learning objectives.
• The conclusion: summary and continuation of the procedure and announcement of the results.

The committee asks questions like:
• Situation: What exactly happened?
Questions like: What did you intend? In what context? With what goal?
• Action: What did you actually make?
How did you approach it?
What exactly have you created? What was it that made your experiments daring? In what order did you deal with things? Which techniques did you work with? Which sources were important to you?
• Result: What happened afterwards?
What conclusions can you draw from your experiment? Did the experiment produce what you had expected? Did you make several iterations?
• Reflection: looking back

What have you learnt? Would you do things differently in hindsight? What have you learnt about your personal style and authorship?

The distribution of the study load is an approximation. You can find exact information in the schedule in the handout.

Deliverable
A series of daily assignments and two slightly bigger experiments.

Tests

Lecturer / Committee Assessment
Committee Assessment

Explanation of tests
De volgende gedragsindicatoren zijn leidend bij de toetsing:

Creërend vermogen
1.1
1.3
1.5
1.7

Vermogen tot kritische reflectie
2.2
2.3
2.6
2.7

Vermogen tot groei en vernieuwing
3.1
3.2
3.5

Communicatief vermogen
5.2
5.3

Vermogen tot samenwerken
7.1
7.4

Tests

- Test 1
  Oral test

  Test weight
  100

  Minimum grade
  A satisfactory result

  Credits
  6

  Grading scale
  Pass/fail

Lecturers

Lecturer

- A Eijsbouts
- E Ruiter
- R de Jeu

Contact person

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