

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

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Unit 10

Create a digital animation

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that allow learners to demonstrate their skills in all the production and post-production stages of a digital animation product. Learners should be able to produce original content using professional equipment and software to create a professional product that meets the purpose of the brief.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Before initial assessment, a preliminary task should be provided by the centre to allow learners to explore their skills and abilities in digital animation creation and editing to form part of formative assessment. This can allow learners to become familiar with any hardware and software that they intend to use for their summative assessment and to practise technical skills.

Please see the scenario on page 10.

Resources to complete the tasks

Access to professional/Industry standard software. Centres should use suitable hardware in terms of for example if used cameras, tripods, editing software. For example, Adobe Creative Suite, Final Cut Pro, Adobe Animate/Flash, Blender, 3DS Max, Maya .

Time

You should plan for learners to have 25–30 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Task 1: This task requires learners to research and understand the different types and uses of animations. This will include the differing structures and techniques used in different animations. They should explain the nature of digital animation and its target audience. There should be an explanation of characters, environments and themes in the global context of animations and how storylines are developed based on situations or events. They should understand the time it takes to develop the animation met versus the running time of the actual animation. This should inform and be related back to the brief and how this will inform their choices with regard to the brief they have been given. This could be evidenced through a report or presentation.

Task 2: Following on from the previous task, the learner can now start the planning stage of their animation. Learners should plan their storyline, identify any hazards or risks that may be involved (learners are advised to refer to industrial standard processes and practices), identify the equipment they will need and any resources. They will identify what crew and voice artists may be required and plan for timings and scenes.

Learners must identify the medium they have chosen, the running time, target audience and purpose. They should produce a written interpretation using industrial standard formats (e.g. panels or rough sketches) this should include plot, character development and sets

Learners will at this point carry out a SWOT analysis of their plan thinking about audience, cross-platform opportunities, competitors, the uniqueness of their animation, the possible expansion of their audience and further marketing opportunities that could be exploited.

This task could be evidenced using the planning documents for example a storyboard and script, and a formal report or presentation.

Task 3: This task allows the learner to produce their planned animation using the planning material from the previous task. The learner must evidence the setting up of relevant equipment and working within risk assessment and health and safety guidelines. Directing any crew needs to be evidenced, if applicable, as well as how shots have been set up.

Learners must evidence their rough edit and the application of any relevant effects, transitions and audio they may have used in order to show how they have created their planned animation.

Learners must evidence the optimisation of their animation in line with the brief and the platform/medium it will be displayed and use testing techniques to ensure that their final product is fit for purpose.

This task could be evidenced using a formal report or presentation, a video report including video evidence of setups and editing or using video screen capture with voice over, and a testing report/table.

Health and Safety and the use of resources

Industry standard templates to complete relevant health & safety procedures (risk assessment, Health & Safety e.g. for trailing wires).

As part of Task 2 learners will need to identify potential hazards/risks if applicable and in task 3 when producing the animation they will need to work within the scope of any risk assessment and health and safety guidelines. Tutors must ensure learners can use equipment safely before they use it.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

Any written reports should be in a format that comply with those that are acceptable for moderation if in an electronic format for example pdf. Any audio-visual evidence and/or animation must be exported and submitted in a format that will allow the evidence to be viewed without the need for specialist software to display it in its native format

We do require that evidence **must** take a specific format for some of the tasks in this assignment. We have made that clear in the respective tasks. Where we prescribe the format, we state this as 'You must produce a ...' or 'Your evidence must include a ...'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to section 8, 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. It is envisaged that each learner will create their own animation rather than produce a group animation to ensure that all the grading criteria are met. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 10: Create a digital animation

Scenario

“Progress Arts Weekend Festival”

You have been asked to produce a promotional animation for a new arts weekend that is being organised by Progress Festivals. The weekend will promote local poets, artists and street performers (jugglers, magicians, acrobats) as well as bands of different genres

You are required to make an animation that will be used to promote the weekend festival. Progress Festivals have asked to have a themed character included as a central part of the animation. This character can then be used in future promotional material for example leaflets and handouts

Progress Festivals want you to produce an animated introduction for a mobile device app that will display as a full page. This animation will creatively introduce the festival before loading the content page of the app.

Progress festivals have asked that the animation is highly visible and engaging for a teenage audience that otherwise may not go to this kind of festival. The animation must be exported in a format that would be suitable for distribution across the web or a smartphone interface

Introduction to the tasks

You need to plan, produce, edit and review a digital animation which is outlined in the task details.

As a starting point you should:

- Understand the types and uses of animation
- Be able to plan an animation to a brief
- Be able to create and justify a planned animation

You should present your work using a range of mediums in the research, planning, creation and justification. This could include photographs, formal planning documents, reports, presentations, screen recordings/captures.

The tasks

Task 1: Analysis of existing animations

(This task should take between 3 and 4 hours.)

Learning Outcome 1: *Understanding of the types and uses of animations is assessed in this task.*

Your task is to:

Understand the different ways of creating an animation and where they are used. Understand the way that the identified animations are created and the target audience they are designed for. There should be an understanding of how animations vary around the world and how styles of animations change.

Pass	Merit	Distinction
P1: Explain the different techniques for animation	M1: Assess the suitability of animations for the target audience	D1: Compare the different styles of animations across global cultures
P2: Describe the uses for digitised animation in the media		
Evidence		
<p>P1</p> <p>The evidence for this task could be shown using a formal written report or a presentation that includes detailed speaker notes. This could include images to reinforce any comparisons and contrasts that have been drawn.</p> <p>P2</p> <p>Evidence must be shown to illustrate different genres of animation and these must include at least two different explanations of how the animation portrays that genre. At least two different uses for digital animation should be illustrated and examples of each must be included.</p> <p>M1</p> <p>The suitability of the animation for the target audience should be assessed – this can build on the evidenced produced for P2</p> <p>D1</p> <p>Evidence should show comparisons and contrasts of animations across different global cultures this could include images to reinforce these. These comparisons may be use different animation studios in different parts of the world and explaining the characters, environments and themes of these studios animations.</p>		

Task 2: Planning an animation

(This task should take between 3 and 6 hours.)

Learning Outcome 2: *Be able to plan an animation to a client brief.*

Your task is to:

Plan your animation for a web or mobile device in order to meet the client brief using planning documents and reviewing the animations strengths, weaknesses, opportunities and threats.

Pass	Merit	Distinction
<p>P3: Develop concept ideas and sequence for an animation to meet a client brief</p> <p><i>*Synoptic assessment from Unit 2 Pre-production and planning</i></p>	<p>M2: Complete a SWOT analysis for the intended animation for the client</p> <p><i>*Synoptic assessment from Unit 2 Pre-production and planning</i></p>	
<p>P4: Create a pre-production plan for the animation</p> <p><i>*Synoptic assessment from Unit 2 Pre-production and planning</i></p>		
<p>Evidence</p>		
<p>P3</p> <p>The evidence for this task could be shown using annotated sketches and drawings, computer modeling with notes, an audio-visual presentation or a verbal presentation with a supporting slide show.</p> <p>P4</p> <p>You must produce a character/location mood board as part of the planning process. A storyboard of your ideas for the animation using as far as possible industrial standard methodologies. The storyboard must include the storyline (this may be based on a situation or a series of events or characters). You must identify any potential hazards/risks and find solutions to these identified problems. The running order, equipment and resources must be identified and any crew that may be required as well as timings of scenes. The planning documents must use industry standard formats</p> <p>M2</p> <p>Complete a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for your intended animation for the client.</p>		

Task 3: Create and justify a planned animation

(This task should take between 9 and 20 hours.)

Learning Outcome 3: *Be able to create a planned animation.*

Your task is to:

Create the content for the animation as planned and then edit this content. The animation must then be optimised in line with the clients requirements in order that it may best be viewed in its intended medium. The animation must be justified in its choice of the animation techniques used, its frame rate and the duration of the final animation.

Pass	Merit	Distinction
P5: Create the content for the animation	M3: Optimise the content for use in the final animation	D2: Justify the choice of animation technique for the frame rate and duration
P6: Complete and edit the animation content in line with the plan		
Evidence		
<p>P5</p> <p>You must complete your planned animation for the brief you have been given. Justify your choices and techniques used.</p> <p>P6</p> <p>Your evidence when generating, producing and editing your new animated product should, where possible, show working to deadlines and how you have followed industrial standard production processes. You must evidence the production process including any equipment used.</p> <p>M3</p> <p>You should be able to optimise your final content for use in the final animation so that it can be used in its final location and platform.</p> <p>D2</p> <p>You should justify the choices of the animation techniques you have used including the frame rate and animation duration. Your justification should show testing to tune and debug the animation as well as user testing.</p>		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Digital Media

Unit 10: Create a digital animation

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Explained the different techniques for animation	
P2: Described the uses for digitised animation in the media	
P3: Developed concept ideas and sequence for an animation to meet a client brief	
P4: Created a pre-production plan for the animation	
P5: Created the content for the animation	
P6: Completed and edit the animation content in line with the plan	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Assessed the suitability of animations for the target audience	
M2: Completed a SWOT analysis for the intended animation for the client	
M3: Optimised the content for use in the final animation	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Compared the different styles of animations across global cultures	
D2: Justified the choice of animation technique for the frame rate and duration	

To find out more

ocr.org.uk/media

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