UNIT OF COMPETENCY: TRACE HISTORY OF ART AND ANIMATION

MODULE TITLE: TRACING HISTORY OF ART AND ANIMATION

MODULE DESCRIPTION: This module covers the history of art. History of art is a survey of art throughout human history and classifying culture and features of animation history.

NOMINAL DURATION: 20 hours

QUALIFICATION LEVEL: None

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

LO1. trace history of art.

LO2. trace history of animation.
LO1. TRACE HISTORY OF ART

ASSESSMENT CRITERIA:
1. Prehistoric art are described.
2. Periods and movement of art are identified.

CONTENTS:
- Classifying pre-historic art
- Identifying period and movements of art
- Developing the following:
  - Artistic and creative skills
  - Communication skills
  - Interpersonal skills
  - Listening skills

CONDITIONS:
Resources are needed in this learning outcome:
- Reference art books

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Simulation
- Demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LO2. TRACE HISTORY OF ANIMATION

ASSESSMENT CRITERIA:
1. Pioneers of animations identified.
2. Styles of animations are defined.
3. Forms of animation are classified.

CONTENTS:
- Identifying pioneers of animation
- Defining styles of animation
- Classifying of forms of animation
- Developing skills on:
  - Artistic and creative skills
  - Communication skills

CONDITIONS:
The following resources are needed in this learning outcome:
- Reference material such as art book

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
UNIT OF COMPETENCY : CREATE BASIC ART

MODULE TITLE : CREATING BASIC ART

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in familiarizing in tools and materials for art, identifying basic shapes and construction, illustrating simple surface identification, creating simple still life drawing, producing tonal values in pencil composition and applying light and shadow shading in artwork.

NOMINAL DURATION : 40 hours

QUALIFICATION LEVEL : None

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

LO1. be familiarized with tools and materials for art.
LO2. identify basic shapes and construction.
LO3. illustrate simple surface identification.
LO4 create simple still life drawing.
LO5. produce tonal values in pencil composition.
LO6. apply light and shadow.
LO1. FAMILIARIZE ONESELF WITH TOOLS AND MATERIALS FOR ART AND ANIMATION

ASSESSMENT CRITERIA:
1. Art tools and materials are identified including its function.
2. Basic artwork is created considering the proper tools, materials and techniques.

CONTENTS:
- Familiarizing different tools and materials for art
- Creating artwork with reference to basic techniques, tools and materials
- Familiarizing the capability of a range of tools and techniques for producing and manipulating artwork
- Developing artistic and creative skills

CONDITIONS:
The following resources are needed in this learning outcome:
- Tools and materials for art
- Reference art book
- Design briefs
- Design objectives

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Actual demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LO2. IDENTIFY BASIC SHAPES AND CONSTRUCTION

ASSESSMENT CRITERIA:
1. Kinds of shapes are defined.
2. Artworks are composed using different kinds of shape.

CONTENTS:
- Familiarizing different shapes and construction
- Applying knowledge about shapes in design
- Using effective visual communication skills
- Understanding design and drawing skills
- Applying skills to interpret work instructions
- Applying skills to efficiently deliver messages of the artwork

CONDITIONS:
The following resources are needed in this learning outcome:
- Reference materials such as art books
- Design briefs
  - Design objectives

METHODOLOGIES:
- Lecture/ discussion
- Practical exercises
- Demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LO3. ILLUSTRATE SIMPLE SURFACE IDENTIFICATION

ASSESSMENT CRITERIA:
1. Identified simple surface is drawn.

CONTENTS:
- Identifying isometric cube
- Understanding concept development
- Developing effective visual communication skills
- Applying analysis of project specification

CONDITIONS:
The following resources are needed in this learning outcome:
- Design briefs
  - Design objectives
- Reference materials for art

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Actual demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
LO4. IDENTIFY TONAL VALUES

ASSESSMENT CRITERIA:

1. Meaning of tonal value is defined.
2. Selected tones are used to develop the structure of the artwork.

CONTENTS:

- Familiarizing different tonal value applications
- Dealing with teams with reference to produce artwork requirements
- Capability and techniques of pencil in artwork
- Using effective visual communication skills
- Developing drawing skills

CONDITIONS:

Students/trainees must be provided with the following.

- Reference materials such as art books and manuals
- Design briefs
  - Design objectives

METHODOLOGIES:

- Lecture/ discussion
- Practical exercises
- Demonstration

ASSESSMENT METHODS:

- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LOS5. APPLY LIGHT AND SHADOW

ASSESSMENT CRITERIA:

1. Light and shadows are classified according to their applications.
2. Functions of light and shadow on artwork are understood.

CONTENTS:

- Familiarizing light and shadow application
- Applying highlight, midtones and shadow
- Developing artistic and creative skills:
  - concept development
  - effective visual communication skills
  - design and drawing skills

CONDITIONS:

Students/trainees must be provided with the following.

- Reference art books and manuals, drawing materials.
- Design briefs
  - Design objectives

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration

ASSESSMENT METHODS:

- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LO6. CREATE SIMPLE STILL LIFE DRAWING

ASSESSMENT CRITERIA:
1. Skills in observational drawing are developed.
2. Skills in shading are developed.

CONTENTS:
- Drawing objects through observation
- Demonstrating drawing techniques
- Enhancing artistic and creative skills:
  - concept development
  - effective visual communication skills
  - interpreting creative information

CONDITIONS:
Students/trainees must be provided with the following.
- Reference materials such as art book and other manuals
- Design briefs
  - Design objectives

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Actual demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
UNIT OF COMPETENCY : APPLY COLOR CONCEPT

MODULE TITLE : APPLYING COLOR CONCEPT

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude required in definition and application of color wheel and understanding the concepts of color theory

NOMINAL DURATION : 20 hours

QUALIFICATION LEVEL : None

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student must be able to:

   LO1. familiarize oneself to color theory.
LO1. FAMILIARIZE ONESELF WITH COLOR THEORY

ASSESSMENT CRITERIA:
1. Primary, secondary, tertiary and complementary color are classified.
2. Color wheel application is performed.

CONTENTS:
- Identifying primary, secondary, tertiary and complementary colors
- Performing color wheel application
- Developing work values and attitudes
- Enhancing artistic and creative skills
- Enhancing communication skills

CONDITIONS:
The following resources are needed in this learning outcome:
- Reference materials such as art books and manuals
- Art tools

METHODOLOGIES:
- Lecture/discussion
- Practical exercises
- Simulation
- Demonstration

ASSESSMENT METHODS:
- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
SECOND YEAR

Visual Arts and Graphic Design
UNIT OF COMPETENCY : DRAW ADVANCE ART

MODULE TITLE : DRAWING ADVANCE ART

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in defining art and design, identifying the elements of design, drawing still life compositions, applying perspective in drawings and illustration for outdoor still life drawings.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

LO1. define Art and Design.

LO2. identify the Elements of Design.

LO3. draw Still Life Compositions.

LO4. apply Perspective in Drawings.

LO5. illustrate Outdoor Still Life Drawings.
LO1. DEFINE ART AND DESIGN

ASSESSMENT CRITERIA:

1. Events and individuals that influence art and design in history are identified.

CONTENTS:

- Identifying important events and individuals that influence art and design.

CONDITIONS:

The following resources are needed in this learning outcome:

- Reference materials such as art books and manuals
- Art tools and materials for pencil drawing
- Videos/ Film about artworks, culture and design

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/ video viewing of art/design samples

ASSESSMENT METHODS:

- Observation
- Practical demonstration
- Oral questioning
- Relevance & understanding of research paper to art & design.
LO2. IDENTIFY THE ELEMENTS OF DESIGN

ASSESSMENT CRITERIA:

1. Elements and principles of design are identified.

CONTENTS:

• Identifying the elements and principles of design.

CONDITIONS:

The following resources are needed in this learning outcome:

• Reference materials such as art books and manuals
• Art tools and materials for pencil drawing and shading
• Videos/Film about artworks, culture and design

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• Film/video viewing of art/design samples

ASSESSMENT METHODS:

• Observation
• Practical demonstration
• Oral questioning
• Portfolio of compiled activities/practices
LO3. **DRAW STILL LIFE COMPOSITIONS**

**ASSESSMENT CRITERIA:**

1. Materials for sketching and shading the illustrations are identified.
2. Principles of basic shapes, construction and proportion are applied.
3. Composition of elements is evident.
4. Tonal values and shading techniques are applied.

**CONTENTS:**

- Identifying the sketching and shading materials for drawing
- Applying principles of basic shapes, construction and proportion
- Applying principles of composition in an illustration
- Applying tonal values and shading techniques

**CONDITIONS:**

The following resources are needed in this learning outcome:

- Soft tip lead & colored pencils for drawing and shading
- Art materials such as sketchpad, kneaded eraser and ruler
- Reference materials such as art books and manuals.
- Videos / films with black and white or grayscale settings.

**METHODOLOGIES:**

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/video viewing of black & white or grayscale films

**ASSESSMENT METHODS:**

- Demonstration
- Oral questioning
- Portfolio of compiled sketches and artworks
LO4. APPLY PERSPECTIVE IN DRAWING

CRITERIA:

1. Principles of 1, 2 or 3 point perspective are applied in drawing.

CONTENTS:

- Applying the proper use of 1, 2 or 3 point perspective.

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead and colored pencils for drawing & shading
- Art materials such as sketchpad, kneaded and rubber eraser
- Drafting tools such as T-square, triangle rulers and protractor
- Reference materials such as art books and manuals.
- Videos/ films of landscapes and building structures.

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/ video viewing of landscapes and building structures

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled drawings and artworks
LO5. ILLUSTRATE OUTDOOR STILL LIFE DRAWINGS

ASSESSMENT CRITERIA:

1. Materials for outdoor still life drawings are identified.
2. Location of outdoor still life drawing is planned and discussed.
3. Still life drawing subject and illustrations are aligned with the requirements.

CONTENTS:

- Identifying outdoor still life drawing materials
- Planning for and discussing about outdoor still life drawing location
- Aligning the drawing subject and illustration according to requirements

CONDITIONS:

The following resources are needed in this learning outcome:

- Soft tip lead & colored pencils for drawing and shading
- Art materials such as sketchpad, kneaded eraser and ruler
- Portable drawing board
- Films/videos of landscapes and building structures

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/video viewing of landscapes and building structures

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled drawings and artworks
UNIT OF COMPETENCY : CREATE VISUAL ART AND DESIGN

MODULE TITLE : CREATING VISUAL ART AND DESIGN

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in tracing the history of art and design, applying visual art and design styles and drawing the different types of typography.

NOMINAL DURATION : 40 HOURS

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

LO1. trace history of art and design.

LO2. apply styles of visual art and design.

LO3. draw types of typography.
LO1. TRACE HISTORY OF VISUAL ART AND DESIGN

ASSESSMENT CRITERIA:

1. Events and individuals that influence art and design in history are identified.

CONTENTS:

- Identifying important events and individuals that influence art and design

CONDITIONS:

The following resources are needed in this learning outcome:

- Reference materials such as art books and manuals
- Films / videos of art history & design themes

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/video viewing of art history and design themes

ASSESSMENT METHODS:

- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled activities/practices
LO2. APPLY STYLES OF VISUAL ART AND DESIGN

ASSESSMENT CRITERIA:

1. Style of art and design is identified and applied to drawing.

CONTENTS:

- Identifying art and style to be used
- Applying style of art and design to drawing

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead & colored pencils for drawing & shading
- Art materials such as sketchpad, kneaded & rubber eraser
- Art tools such as T-square and triangle ruler
- Reference materials such as art books and manuals.
- Videos/ films about culture, sculptures, varied art/painting exhibit

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/ video viewing of sculptures, art/painting exhibit and culture.

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled drawings & artworks
LO3. DRAW TYPES OF TYPOGRAPHY

ASSESSMENT CRITERIA:

1. Types of typography are identified and applied as required.

CONTENTS:

- Identifying type of typography to be used
- Applying typography according to drawing requirements

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead & colored pencils for drawing & shading
- Art materials such as sketchpad, kneaded & rubber eraser
- Art tools such as T-square and triangle ruler
- Reference materials such as art books & manuals.

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration

ASSESSMENT METHODS:

- Observation
- Practical demonstration
- Oral questioning
- Portfolio of compiled drawings and drawings
UNIT OF COMPETENCY : APPLY MANUAL AND GRAPHIC COLOR

MODULE TITLE : APPLYING MANUAL AND GRAPHIC COLOR

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in identifying materials for coloring, applying color theory principles, creating colored illustrations, learning and using Photoshop software to make final artworks.

NOMINAL DURATION : 80 HOURS

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

   LO1. identify materials for coloring.
   LO2. apply color theory.
   LO3. create colored illustrations.
   LO4. introduce Photoshop.
   LO5. make Photoshop artwork.
LO1. IDENTIFY MATERIALS FOR COLORING

ASSESSMENT CRITERIA:

1. Materials for coloring artworks are identified according to their use.

CONTENTS:

- Identifying artwork materials
- Using and applying artwork materials

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead pencils for drawing
- Art materials such as sketchpad, kneaded & rubber eraser
- Art tools such as T-square and triangle ruler
- Coloring materials such as mixing pan, poster and water color
- Reference materials such as art books and manuals.
- Film/videos of poster & water color paintings & other paint media

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Viewing of film/videos about poster/ water color & other paint media

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled drawings and artworks
LO2. APPLY COLOR THEORY

ASSESSMENT CRITERIA:

1. Principles of color theory are identified.
2. Color types and styles are applied and evident to artwork.

CONTENTS:

- Identifying the principles of color theory
- Applying color types and styles to artworks

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead pencils for drawing
- Art materials such as sketchpad, kneaded & rubber eraser
- Art tools such as T-square and triangle ruler
- Coloring materials such as mixing pan, poster and water color and paint brushes.
- Reference materials such as art books and manuals.
- Film/videos of poster & water color paintings & other paint media

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Viewing of film/videos about poster/water color & other paint media

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled colored drawings/artworks.
LO3. CREATE COLORED ILLUSTRATIONS

ASSESSMENT CRITERIA:

1. Specific materials for full color illustration are identified according to requirements.
2. Color depth and color composition are applied in the illustration.

CONTENTS:

- Identifying illustration materials according to requirements
- Using of color composition and color depth in an illustration

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead pencils for drawing
- Art materials such as sketchpad, kneaded & rubber eraser
- Art tools such as T-square and triangle ruler
- Coloring materials such as mixing pan, poster and water color and paint brushes.
- Reference materials such as art books & manuals.
- Film/videos of poster & water color paintings & other paint media

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Film/ Video showing about color and paint techniques

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled colored illustrations
LO4. INTRODUCE PHOTOSHOP

ASSESSMENT CRITERIA:

1. Use and function of tools in the software are identified.
2. Tools are applied according to requirements.
3. Scanner is used to import sketched drawing or image to Photoshop.
4. Images are saved according to resolution, mode, canvas and format requirements.

CONTENTS:

• Identifying the tools and functions of the software
• Applying tools according to requirements
• Importing sketched drawing or image to Photoshop using the scanner
• Saving images according to resolution, mode, canvas and format requirements.

CONDITIONS:

The following resources are needed in this learning outcome:

• Hard and soft tip lead and colored pencils for drawing
• Reference materials such as art books & manuals.
• Internet access for references
• Scanner, flash drive, CD/DVD discs

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• DVD/ CD showing of demonstration of Photoshop procedures
• Refer websites showcasing tips, techniques, artworks made in Photoshop.

ASSESSMENT METHODS:

• Demonstration
• Oral questioning
• Portfolio of compiled Photoshop artworks
LO5. **MAKE PHOTOSHOP ARTWORK**

**ASSESSMENT CRITERIA:**

1. Drawing is sketched and scanned according to requirements.
2. Photoshop coloring style is applied to drawing according to requirements.
3. Colored drawing is saved according to required resolution, mode, canvas and format.

**CONTENTS:**

- Applying drawing principles
- Using scanner to import drawing files
- Applying the required Photoshop coloring
- Saving of colored image to required resolution, mode, canvas and format

**CONDITIONS:**

The following resources are needed in this learning outcome:

- Hard and soft tip lead and colored pencils for drawing
- Reference materials such as art books & manuals.
- Internet access for references
- Scanner, flash drive, CD/ DVD discs
- Printer, typewriting / print paper

**METHODOLOGIES:**

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips, techniques, artworks made in Photoshop.

**ASSESSMENT METHODS:**

- Demonstration
- Oral questioning
- Portfolio of compiled Photoshop artworks
UNIT OF COMPETENCY : PRODUCE GRAPHIC DESIGN

MODULE TITLE : PRODUCING GRAPHIC DESIGN

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in creating logo design, making an AD campaign, producing a package design and presenting the final graphic designs produced in this module.

NOMINAL DURATION : 100 HOURS

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

   LO1. create logo design.

   LO2. make an AD campaign.

   LO3. produce a package design.

   LO4. present final graphic designs.
LO1. CREATE LOGO DESIGN

ASSESSMENT CRITERIA:

1. Logo is drawn and designed according to specifications and requirements.
2. Logo design is colored according to requirements and specifications using Photoshop.
3. Logo design is applied to other types of media as required.

CONTENTS:

- Applying the principles of drawing and design to logo requirements and specifications
- Employing color and style is applied to the logo design according to requirements and specifications using Photoshop
- Applying logo to other types of media as required

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead & colored pencils for drawing
- Reference materials such as art books & manuals.
- Internet access for references
- Scanner, flash drive, CD/ DVD discs
- Printer, typewriting / printer paper

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing logo design for reference

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled colored logo designs
LO2. MAKE AN AD CAMPAIGN

ASSESSMENT CRITERIA:

1. AD is drawn and designed according to specifications and requirements.
2. AD is colored according to requirements and specifications using Photoshop.
3. AD is presented in various print and media output.

CONTENTS:

- Employing the principles of drawing and design to AD requirements and specifications
- Applying color and style to the AD requirements and specifications using Photoshop
- Presenting AD using various print and media output

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead & colored pencils for drawing
- Reference materials such as art books & manuals.
- Internet access for references
- Scanner, flash drive, CD/ DVD discs
- Printer, typewrite / printer paper

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing AD samples & campaign for reference.

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled colored ADs
LO3. PRODUCE A PACKAGE DESIGN

ASSESSMENT CRITERIA:

1. Package is drawn and designed according to specifications and requirements.
2. Package is colored according to requirements and specifications using Photoshop.
3. Present Package design and mock-up are presented according to use and functionality.

CONTENTS:

- Applying the principles of drawing and design to package requirements and specifications
- Applying color and style to the package design using Photoshop
- Creating mock-up of the package design
- Presenting the package design

CONDITIONS:

The following resources are needed in this learning outcome:

- Hard and soft tip lead & colored pencils for drawing
- Reference materials such as art books & manuals.
- Internet access for references
- Scanner, flash drive, CD/DVD discs
- Printer, typewriting / print paper

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips & techniques in package design

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio of compiled process, development, images of the produced
- Package design and mock up.
LO4. PRESENT FINAL GRAPHIC DESIGNS

ASSESSMENT CRITERIA:

1. Design and plan for portfolio format are designed and colored according to requirements.
2. Actual portfolio containing all finished artworks and designs of this module is organized and presented.

CONTENTS:

• Designing and coloring of portfolio format according to requirements
• Organizing all artworks and graphic designs of this module in an actual portfolio

CONDITIONS:

The following resources are needed in this learning outcome:

• Hard and soft tip lead & colored pencils for drawing
• Reference materials such as art books & manuals.
• Internet access for references
• Scanner, flash drive, CD/ DVD discs
• Printer, typewriting/ print paper

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• Refer websites showcasing tips, techniques for portfolio presentation.

ASSESSMENT METHODS:

• Demonstration
• Oral questioning
• Actual Portfolio of all graphic artworks
UNIT OF COMPETENCY: WRITE A STORY

MODULE TITLE: WRITING A STORY

MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required in writing ideas and concepts for a story using varied techniques in storytelling, writing a simple story and presenting the story.

NOMINAL DURATION: 40 HOURS

QUALIFICATION LEVEL:

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

LO1. write ideas and concepts for a story.

LO2. use varied techniques in storytelling.

LO3. write a simple story.

LO4. present the story.
LO1. WRITE IDEAS AND CONCEPTS FOR A STORY

ASSESSMENT CRITERIA:

1. Graphic ideas are concepts are written & developed from specific graphic images and situation provided.
2. Narrative sequence is written based from a related sequence of situation provided.

CONTENTS:

• Developing ideas and concepts from graphic images and specific situations provided
• Writing a narrative sequence based from related sequence of situation provided

CONDITIONS:

The following resources are needed in this learning outcome:

• Reference materials such as story books and manuals
• Internet access for research and reference
• Scanner, flash drive, CD/ DVD discs
• Printer, typewriting/ print paper

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• Refer websites showcasing tips, techniques for storytelling

ASSESSMENT METHODS:

• Demonstration
• Oral questioning
• Portfolio for stories written
LO2. **USE VARIED TECHNIQUES IN STORYTELLING**

**ASSESSMENT CRITERIA:**

1. Elements & techniques of storytelling are identified.

**CONTENTS:**

- Identifying the elements & techniques of storytelling.

**CONDITIONS:**

The following resources are needed in this learning outcome:

- Reference materials such as story books and manuals
- Internet access for research and reference
- Flash drive, CD/ DVD discs
- Printer, typewriting/ print paper

**METHODOLOGIES:**

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips, techniques for storytelling

**ASSESSMENT METHODS:**

- Demonstration
- Oral questioning
LO3. WRITE A SIMPLE STORY

ASSESSMENT CRITERIA:

1. A three-act structure is applied are the story.
2. A main plot and a sub plot are presented.
3. The moral of the story should be identified at the conclusion.

CONTENTS:

- Enumerating the sequence of a story in visual & descriptive sentences
- Re-arranging & editing the visual & descriptive sentences to produce an interesting story flow
- Identifying the main plot & sub-plot from the edited story.
- Identifying the moral of the story.

CONDITIONS:

The following resources are needed in this learning outcome:

- Reference materials such as story books and manuals
- Internet access for research and reference
- Flash drive, CD/ DVD discs
- Printer, typewriting/ print paper

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips, techniques for writing story

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio for stories written
LO4. PRESENT THE STORY

ASSESSMENT CRITERIA:

1. Correct format, grammar and composition are applied in a paper output presentation.

2. Story is read orally using correct grammar, diction and expression to an audience.

CONTENTS:

- Submission of story in paper with correct format, grammar and composition.
- Presenting a story orally with correct grammar, diction and expression to an audience.

CONDITIONS:

The following resources are needed in this learning outcome:

- Reference materials such as story books & manuals.
- Internet access for research and reference
- Scanner, flash drive, CD/ DVD discs
- Printer, typewriting/ print paper

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips, techniques for story presentation

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio for stories to be presented
UNIT OF COMPETENCY : ILLUSTRATE A STORYBOARD

MODULE TITLE : ILLUSTRATING A STORYBOARD

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in identifying the elements of a story, drawing the story in visual form, and finally presenting and analyzing the storyboard.

NOMINAL DURATION : 40 HOURS

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trained student should be able to:

- LO1. identify the elements of a story.
- LO2. draw the story in visual form.
- LO3. present and analyze the storyboard.
LO1. IDENTIFY THE ELEMENTS OF A STORY

ASSESSMENT CRITERIA:

1. Elements of the story are identified.

CONTENTS:

- Identifying the setting, plot, character and theme of the story

CONDITIONS:

The following resources are needed in this learning outcome:

- Reference materials such as story books and manuals.
- Internet access for research and reference
- Flash drive, CD/ DVD discs
- Printer, typewriting/ print paper
- Hard & soft lead and colored pencils for sketching /drawing

METHODOLOGIES:

- Lecture/discussion
- Practical exercises
- Demonstration
- Refer websites showcasing tips, techniques for storytelling
- Show samples of character, setting, plot & theme references.

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Portfolio for the notes, concepts, designs based on the story
ASSESSMENT CRITERIA:

1. The story is drawn in graphic or visual form using the comics’ format.
2. The final visual image is colored according to style elements.

CONTENTS:

• Drawing and designing of the characters according to described personality and style of the story
• Drawing and designing of the background, location and setting according to style and description of the story
• Applying color styles to finished story comics’ format using Photoshop

CONDITIONS:

The following resources are needed in this learning outcome:

• Reference materials such as story books, comics and manuals.
• Internet access for research and reference
• Scanner, Flash drive, CD/ DVD discs
• Printer, typewriting/ print paper
• Hard & soft lead and colored pencils for sketching /drawing
• Photoshop software
• Ruler, eraser, stapler and paperclips

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• Refer websites showcasing tips, techniques for storyboarding
• Show samples of storyboards and comics

ASSESSMENT METHODS:

• Demonstration
• Oral questioning
• Portfolio for the colored storyboard
LO3. PRESENT AND ANALYZE THE STORYBOARD

ASSESSMENT CRITERIA:

1. The storyboard is presented in either portfolio type or multimedia type.
2. The storyboard is evaluated through a set of criteria

CONTENTS:

• Presenting the storyboard in either a portfolio or multimedia format
• Evaluating the storyboard using a set of criteria

CONDITIONS:

The following resources are needed in this learning outcome:

• Photoshop software
• Computer & projector for multimedia presentation
• Powerpoint software
• Portfolio case
• Notebook , pen, pencil, paper
• Scanner, Flash drive, CD/ DVDs

METHODOLOGIES:

• Lecture/discussion
• Practical exercises
• Demonstration
• Refer websites showcasing tips, techniques for presentation
• Show samples of portfolio and multimedia presentations

ASSESSMENT METHODS:

• Demonstration
• Oral questioning
• Portfolio or multimedia output
THIRD YEAR

*Introduction to 2D Animation*
UNIT OF COMPETENCY : DRAW FOR ANIMATION

MODULE TITLE : DRAWING FOR ANIMATION

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude in identifying the basic shapes and volumes which can be used as the basic building blocks of the character construction and in developing the techniques in drawing the shapes until they are drawn with ease and all angles and are combined to form the cartoon figure.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES

Upon completion of this module the students should be able to:

L.O. 1. draw and combine basic shapes and volumes.
L.O. 2. draw human postures using basic shapes.
L.O. 3. create character poses.
LO 1. DRAW AND COMBINE BASIC SHAPES AND VOLUMES

ASSESSMENT CRITERIA:

1. Basic shapes and volumes are drawn in various perspectives sizes and versions.
2. The shapes and volumes are used to construct basic character form/structure.

CONTENTS:

- Drawing types of shapes and volumes
- Applying techniques in drawing basic shapes and volumes
- Drawing shapes in perspective
- Combining shapes to represent character form

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 2. DRAW HUMAN POSTURES USING BASIC SHAPES

ASSESSMENT CRITERIA:

1. Human postures are constructed using the basic construction shapes.
2. Poses from photo images/wooden mannequin are used as base references for the basic shapes combination.

CONTENTS:

- Identifying applicable postures and gestures for use.
- Matching shapes and volumes to fit the posture.
- Drawing combination of shapes are drawn over the reference or drawn using mannequin poses.

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 3. CREATE CHARACTER POSES

ASSESSMENT CRITERIA:

1. Action poses are created by the combination of basic shapes to form the character and the application of dynamic, strong posing.
2. Poses are checked according to their visual impact and appeal.
3. Poses must be drawn showing dynamism according to believable range of action.

CONTENTS:

- Defining and identifying dynamic posing
- Simulating dynamic poses using combined shapes and volumes

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
UNIT OF COMPETENCY : DRAW ON-MODEL CHARACTERS

MODULE TITLE : DRAWING ON-MODEL CHARACTERS

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude in tracing image models accurately, employing techniques in copying subject models without tracing from given models, rendering final clean lines to the drawings, and applying a whole range of dramatic expressions to the practice character models.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL : NC II

PRE-REQUISITE :

SUMMARY OF LEARNING OUTCOMES:
Upon completion of this module the students should be able to:

L.O.1. trace model sheets.
L.O.2. model using rough and final line quality.
L.O.3. apply facial expressions on character models.
LO 1. TRACE MODEL SHEETS

ASSESSMENT CRITERIA:

1. Industry acceptable character model sheets are provided for tracing practice.
2. The character model is properly traced using a pencil.

CONTENTS:

- Practicing proper handling of the drawing pencil is taught
- Discussing line calisthenics for line practice and hand dexterity
- Practicing techniques for different pencil strokes

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 2. MODEL USING ROUGH AND FINAL LINE QUALITY

ASSESSMENT CRITERIA:

1. Character models are drawn freehand without tracing but with open character model reference.
2. Character models are first drawn in rough and then redrawn with clean, final line according to industry quality.

CONTENTS:

- Utilizing grid in copying images freehand
- Applying techniques in quick sketching
- Sketching a subject using a box/cube technique
- Using of volumes and guidelines to achieve proportion and precision
- Identifying types of final lines
- Checking the accuracy of the drawing

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 3. APPLY FACIAL EXPRESSIONS ON CHARACTER MODELS

ASSESSMENT CRITERIA:

1. A range of character expressions are identified and drawn.
2. Exaggerated dramatic human emotions are represented by a range of expressions.
3. Various expressions are drawn and applied in to the characters.

CONTENTS:

- Identifying of the range of human emotions and their corresponding expressions
- Simplifying of expressions for line art application
- Expressing human expressions trough exaggerations
- Identifying of the movable facial muscles
- Applying of expressions of facial expressions into the characters

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
UNIT OF COMPETENCY : DESIGN OWN CHARACTER

MODULE TITLE : DESIGNING OWN CHARACTER

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude in identifying different character design styles, producing good poses on the characters, creating attitudes on the characters and applies techniques to maintain volume consistency on the character models.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL : NC II

SUMMARY LEARNING OUTCOMES:

Upon completion of this module the students should be able to:

L.O.1. conceive and design own character.

L.O.2. apply expressions on own designs.

L.O.3. create action poses using own character design.
LO 1. CONCEIVE AND DESIGN OWN CHARACTER

ASSESSMENT CRITERIA:

1. Character designs are produced and based on original conceptual drawings.
2. The character designs should be poseable and acceptable as an animation model.

CONTENTS:

- Identifying types of character designs
- Identifying styles of character design
- Applying of good posing to character design

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia
- OJT / Dual Training

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 2. APPLY EXPRESSIONS ON OWN DESIGNS

ASSESSMENT CRITERIA:

1. Ranges of dramatic expressions are applied to the self-designed characters.
2. The original style of self-designed character should matched with the applied expressions.

CONTENTS:

• Making model sheet of self-designed character
• Preparing attitude sheet of self-designed character

CONDITION:

The following resources are needed in this learning outcome:

• Actual scene folders for simple cartoon production
• Light Box
• Peg Bar
• Animation paper
• Pencils – Lead, Blue, Red
• Pencil Eraser
• Pencil Sharpener

METHODOLOGY:

• Lecture/Discussion
• Hands on and Exercises
• Demonstration
• Viewing multimedia

ASSESSMENT METHODS:

• Written examination
• Practical examination
• Demonstration with questioning
LO 3. CREATE ACTION POSES USING OWN CHARACTER DESIGN

ASSESSMENT CRITERIA:

1. Action poses are drawn using the self-designed character
2. Techniques in basic construction are used on the action poses

CONTENTS:

- Identifying of animatable action poses
- Applying of action poses to the self designed model
- Applying techniques in maintaining character volume and proportion consistency

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
UNIT OF COMPETENCY : CLEAN UP KEY ANIMATION DRAWINGS

MODULE TITLE : CLEANING UP OF KEY ANIMATION DRAWINGS

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude in identifying different character design styles, produced good poses on the characters, creating attitudes on the characters and applying techniques to maintain volume consistency on the character models.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL : NC II

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students should be able to:

L.O.1. familiarize with 2D instruments and tools.
L.O.2. understand the storyboard.
L.O.3. interpret the camera chart and layout.
L.O.4. demonstrate the principles of balance, gravity and spacing as applied to animation.
LO 1. **FAMILIARIZE WITH 2D INSTRUMENTS AND TOOLS**

**ASSESSMENT CRITERIA:**

1. Instruments and tools in 2D animation process are introduced.
2. Various grades of lead and colored pencils are identified as to which part of the drawing task each grade of lead intensity is most appropriate.

**CONTENTS:**

- Using of the light box
- Using of the peg bar
- Using of the proper grade of pencil for different purposes
- Installing proper lighting on the working table
- Constructing a light box

**CONDITION:**

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

**METHODOLOGY:**

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

**ASSESSMENT METHODS:**

- Written examination
- Practical examination
- Demonstration with questioning
LO 2. UNDERSTAND THE STORYBOARD

ASSESSMENT CRITERIA:

1. An actual episode/show storyboard are broken down and explained.

CONTENTS:

- Identifying camera moves and narrative control in the storyboard
- Identifying key story points

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 3. INTERPRET THE CAMERA CHART AND LAYOUT

ASSESSMENT CRITERIA:

1. Sample camera charts and Scene layouts are explained in connection with the task of In-betweening.
2. The function of the camera chart as the documentation of the shooting sequence and exposure for each and every drawing is explained in connection with in-between drawings.
3. A mock camera sheet is filled up with information for familiarity.

CONTENTS:

- Documenting exposures in the camera chart
- Labelling drawings in sequence
- Identifying different frame rates used in different video standards

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
LO 4. DEMONSTRATE THE PRINCIPLES OF BALANCE, GRAVITY AND SPACING AS APPLIED TO ANIMATION

ASSESSMENT CRITERIA:

1. Illustrations on the application of balance, gravity, force and spacing in every drawing are demonstrated through samples.
2. Students’ works are graded according to the application of these principles on their drawings.

CONTENTS:

- Illustrating the physics of movement
- Demonstrating the effects of speed and weight on a body in motion
- Enhancing animation through exaggeration on the law of motion

CONDITION:

The following resources are needed in this learning outcome:

- Actual scene folders for simple cartoon production
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination
- Demonstration with questioning
FOURTH YEAR

2D Animation
UNIT OF COMPETENCY : IN-BETWEEN KEY ANIMATION DRAWINGS

MODULE TITLE : IN-BETWEENING KEY ANIMATION DRAWINGS

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in employing techniques in in-betweening key animation drawings.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students should be able to:

LO 1. employ techniques in in-betweening.
LO 1. EMPLOY TECHNIQUES IN IN-BETWEENING

ASSESSMENT CRITERIA:

1. Animator’s timing grid is explained in detail as to its importance in producing in-between drawings.
2. Different in-betweening methods are illustrated thru the spacing between in-between drawings provided in the timing grid and identified either as direct, indirect, thirds or favored method.
3. Path of action is employed as an indispensable motion guide to the in-between drawing.

CONTENTS:

• Interpreting the meaning of the timing grid with respect to the placement of in-between drawings
• Demonstrating the effects of spacing in the speed of the character animation
• Illustrating the importance of the path of action in producing smooth movements

CONDITIONS:

The following resources are needed in this learning outcome:

• Actual key animation drawings
• Light Box
• Peg Bar
• Animation paper
• Pencils – Lead, Blue, Red
• Pencil Eraser
• Pencil Sharpener

METHODOLOGY:

• Lecture/ Discussion
• Hands on and Exercises
• Demonstration
• Viewing multimedia

ASSESSMENT METHODS:

• Written examination
• Practical examination/ Demonstration with questioning
**UNIT OF COMPETENCY** : IN-BETWEEN DIALOG ANIMATION  
**MODULE TITLE** : IN-BETWEENING DIALOG ANIMATION  
**MODULE DESCRIPTION** : This module covers the knowledge, skills and attitude required in employing methods in making the mouth dialog chart, in in-betweening the dialog on static and in moving character animation.  
**NOMINAL DURATION** : 100 hours  
**QUALIFICATION LEVEL** :  

**SUMMARY OF LEARNING OUTCOMES:**  

Upon completion of this module the students should be able to:  

- **L.O. 1.** draw the mouth chart.  
- **L.O. 2.** in-between the lip synch.  
- **L.O. 3.** lip synch a moving character.
LO 1. DRAW THE MOUTH CHART

ASSESSMENT CRITERIA:

1. Character mouths are drawn to represent different sounds that form the words of an animation dialogue.
2. Drawn mouths are labeled and charted to build the mouth chart.

CONTENTS:

- Drawing and identifying the different mouth openings that correspond to every dialogue.
- Labeling the mouths according to industry labels of mouth openings

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia
- OJT / Dual Training

ASSESSMENT METHOD:

- Written examination
- Practical examination / Demonstration with questioning
LO 2. IN-BETWEEN THE LIP SYNCH

ASSESSMENT CRITERIA:

1. Mouth chart is applied to a static character animation according to the call in the camera sheet.
2. Mouths are checked to match the sound breakdown of the dialog on the camera chart.

CONTENTS:

- Applying the mouth openings on the character animation based on the assigned mouth opening for each in-between drawing.
- Checking the assigned mouths by “mouthing” the dialog and verifying whether phonetics is working

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 3. LIP SYNCH ON A MOVING CHARACTER

ASSESSMENT CRITERIA:

1. Dialogue mouths are applied to a moving character animation.
2. Mouths are animated according to the expression/emotion of the moving character.

CONTENTS:

- Applying the mouth opening on an active character animation by doing in-between drawings of the mouths in the same manner the character was cleaned-up and in-betweened
- Matching the mouths assigned on every in-between drawing the attitude of the character animation

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHOD:

- Written examination
- Practical examination / Demonstration with questioning
# UNIT OF COMPETENCY

**USE ADOBE FLASH**

# MODULE TITLE

**USING ADOBE FLASH**

# MODULE DESCRIPTION

This module covers the knowledge, skills and attitude required in using Adobe Flash interface, animation timeline’s layers and functions; and, importing images into Flash.

# NOMINAL DURATION

100 hours

# QUALIFICATION LEVEL

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# LEARNING OUTCOMES:

Upon completion of this module the students should be able to:

- **L.O.1.** use the flash interface.
- **L.O.2.** import images into Flash.
- **L.O.3.** use the timeline.
LO 1. USE THE FLASH INTERFACE

ASSESSMENT CRITERIA:

1. Flash document is opened, labeled, modified and saved before the task is begins.
2. Use of the interface and the basic toolbar functions are demonstrated.

CONTENTS:

- Introducing Flash as an animation software
- Opening and saving a Flash document after modifying document according to recommended settings
- Introducing and demonstrating the various menus, functions and controls of the Flash interface with focus on the drawing tools

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 2. IMPORT IMAGES INTO FLASH

ASSESSMENT CRITERIA:

1. JPEG and freehand sketches are imported into Flash through the import function.

CONTENTS:

- Importing sample rough sketches or pictures into Flash through the import function

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 3. USING THE TIMELINE

ASSESSMENT CRITERIA:

1. Drawing tools are used to trace the sketches or pictures.
2. The images are layered and traced using the Flash drawing tools.

CONTENTS:

- Import sample rough sketches or pictures into Flash through the import function
- Use the line tool to trace the sketches or jpeg images on a separate layer
- Use more layers if necessary if the drawing needs to be multi-layered

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia
- OJT / Dual Training

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
UNIT OF COMPETENCY : DRAW IN FLASH

MODULE TITLE : DRAWING IN FLASH

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required in scanning and importing traditionally drawn animation into Flash; using the drawing tools in the software to trace and convert hand drawn animation into vector; draw in between drawings manually in Flash, keyframe using the layer functions; applying the tweening functions and the ease in / out controls; converting artwork into symbol assets; understanding the Flash library; and, testing and publishing movies in Flash.

NOMINAL DURATION : 100 hours

QUALIFICATION LEVEL :

LEARNING OUTCOMES:

Upon completion of this module the students should be able to:

L.O.1. scan in-between drawings into Adobe Photoshop.
L.O.2. import Sequential in-between drawings into Flash.
L.O.3. using Flash drawing tools.
L.O.4. in betweening in Flash.
L.O.5. apply Flash tweening function.
L.O.6. convert drawing into symbols.
L.O.7. test and publish the Flash movie.
LO 1. SCAN IN-BETWEEN DRAWINGS INTO ADOBE PHOTOSHOP

ASSESSMENT CRITERIA:

1. Scanned images are acquired through Photoshop’s import function using a flatbed scanner.
2. Proper resolution is set for the drawings.
3. Faults in the line art and scanning pixel dirt are cleaned in Photoshop.
4. Scanned images are saved in sequence as jpeg files.

CONTENTS:

- Scanning hand drawn clean-up and in-between drawing into Photoshop as line art image using a flatbed scanner
- Cleaning the scanned line art clean-up and in-between drawings in Photoshop by erasing pixel dirt and fixing gaps in the lines
- Saving the clean images in sequence, in the order of precedence determined by the direction of the action and how the drawings are numbered

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 2. IMPORT SEQUENTIAL IN-BETWEEN DRAWINGS INTO FLASH

ASSESSMENT CRITERIA:

1. Sequential in-between drawings are imported into a Flash layer.
2. Imported sequential in-betweening drawings are aligned with the Flash stage.

CONTENTS:

- Importing clean-up and in-between drawings into a Flash layer
- Aligning the sequential drawings in the Flash stage using the Flash alignment controls

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning

LO 3. USING FLASH DRAWING TOOLS

ASSESSMENT CRITERIA:
1. Imported sequences are traced in another layer using the Flash drawing tools.

2. Onion skin function is used to view multiple images at a time to allow adjustments and consistency in the tracings.

CONTENTS:

- Using another layer to trace the imported clean-up and in-between drawings using the drawing tools
- Viewing the traced drawings using the onion skin function all at once to check for consistency of volume and paths of action

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHOD:

- Written examination
- Practical examination / Demonstration with questioning
LO 4. IN BETWEENING IN FLASH

ASSESSMENT CRITERIA:

1. Additional in-betweens are added and key framed in the traced layers to illustrate manual in-betweening using the Flash drawing tool.

CONTENTS:

- Adding in-betweens in the animation manually by using the line tool

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/ Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHOD:

- Written examination
- Practical examination / Demonstration with questioning
LO 5. APPLY FLASH TWEENING FUNCTION

ASSESSMENT CRITERIA:

1. Tweening function is demonstrated on the images by using the motion and shape tween controls of Flash.

2. Slow-in and slow-out controls in Flash are demonstrated in the tweened animation.

CONTENTS:

- Applying Flash’s tweening capability by using the motion and shape tween functions
- Applying the ease-in and ease-out functions to demonstrate its effects on the timing of tweened key frames (drawing)

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 6. CONVERT DRAWING INTO SYMBOLS

ASSESSMENT CRITERIA:

1. Traced images are all converted into reusable symbols and organized inside the Flash library in sequential and orderly labeling method.

2. Symbols or parts of are grouped together through Flash’s grouping function.

CONTENTS:

- Converting key frames (drawings) into reusable symbols
- Organizing the symbols into a folder inside the Flash library which automatically keeps all elements and Flash assets imported into the stage
- Grouping separate elements that must move and go together in the Flash animation to familiarize with the grouping function

CONDITIONS:

The following resources are needed in this learning outcome:

- Actual key animation drawings
- Light Box
- Peg Bar
- Animation paper
- Pencils – Lead, Blue, Red
- Pencil Eraser
- Pencil Sharpener

METHODOLOGY:

- Lecture/Discussion
- Hands on and Exercises
- Demonstration
- Viewing multimedia

ASSESSMENT METHODS:

- Written examination
- Practical examination / Demonstration with questioning
LO 7. TEST AND PUBLISH THE FLASH MOVIE

ASSESSMENT CRITERIA:

1. Sequential images in the time line are scrubbed to show how the images animate.
2. Flaws in the animation are corrected in the scrubbing process.
3. Movie is published through Flash’s publish settings either as SWF or as an AVI movie.

CONTENTS:

• Testing final line art animation by scrubbing back and forth across the timeline to see the rough timing
• Correcting faults in the animation that may become evident during scrubbing
• Publishing movie through Flash’s publish options choosing SWF and AVI as movie file formats

CONDITIONS:

The following resources are needed in this learning outcome:

• Actual key animation drawings
• Light Box
• Peg Bar
• Animation paper
• Pencils – Lead, Blue, Red
• Pencil Eraser
• Pencil Sharpener

METHODOLOGY:

• Lecture/ Discussion
• Hands on and Exercises
• Demonstration
• Viewing multimedia

ASSESSMENT METHODS:

• Written examination
• Practical examination / Demonstration with questioning