



PEOPLE WE KNOW

Character Design

This project has been designed to equip students with the skills required to build plausible characters for animation. It will also introduce them to formats used within the industry such as model sheets, expression sheets and animation bibles.

Dates: 24th January - 28th February 2017

Project co-ordinator: Pooja Pottenkulam



The images above have been created by Shravya Jale, Sindhu Lakshmi, Laxmi Devi, Anvi Bhat, Yashika Mishra, Mimi Paul, Pooja Vaidya, Manoj Bhat and Neha Gargal as part of the Level 4 'People We Know' Character Design project in 2016/17.



PEOPLE WE KNOW

Animated Documentary

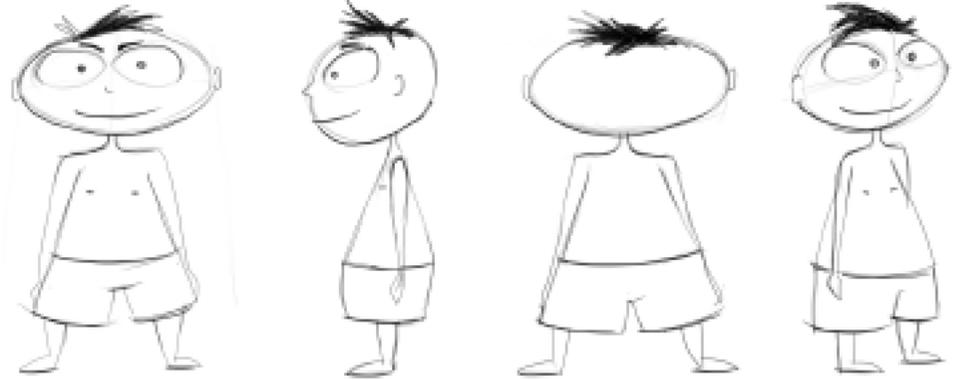
In this project, students will use the format of the animated documentary to engage with the wider part of the local community. Students would select, interview and record an individual and then construct an animated documentary from the recorded conversations.

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Student work in Anime and Disney styles





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PROJECT 1

Brief

- 1. Model sheet for the character**
- 2. Two-page comic book/strip narrative**

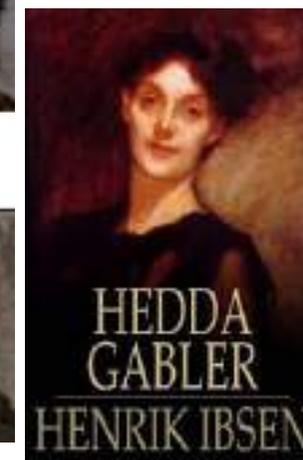
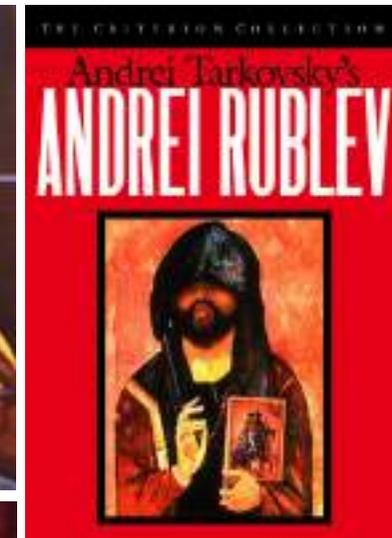
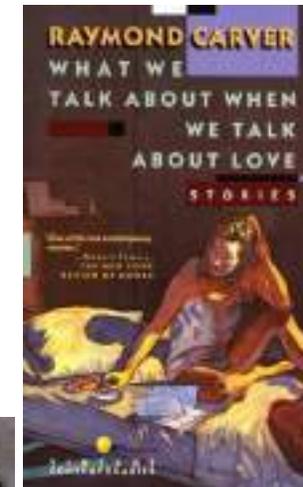
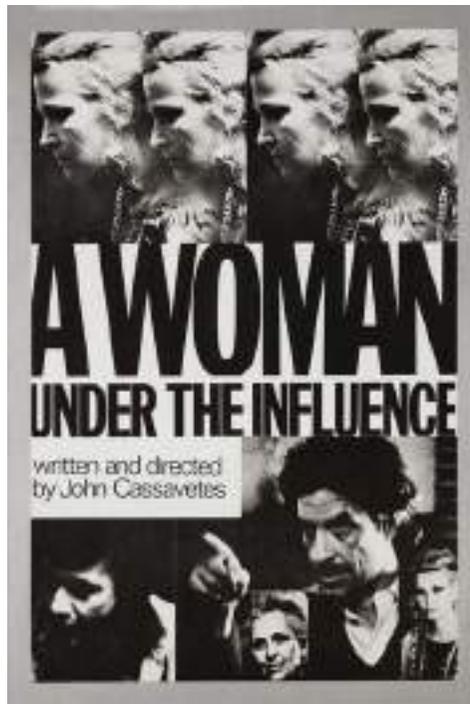
Brief History of Character Design



Learning activities

Illustrated lectures

- Animation
- Literature
- Theatre
- Cinema

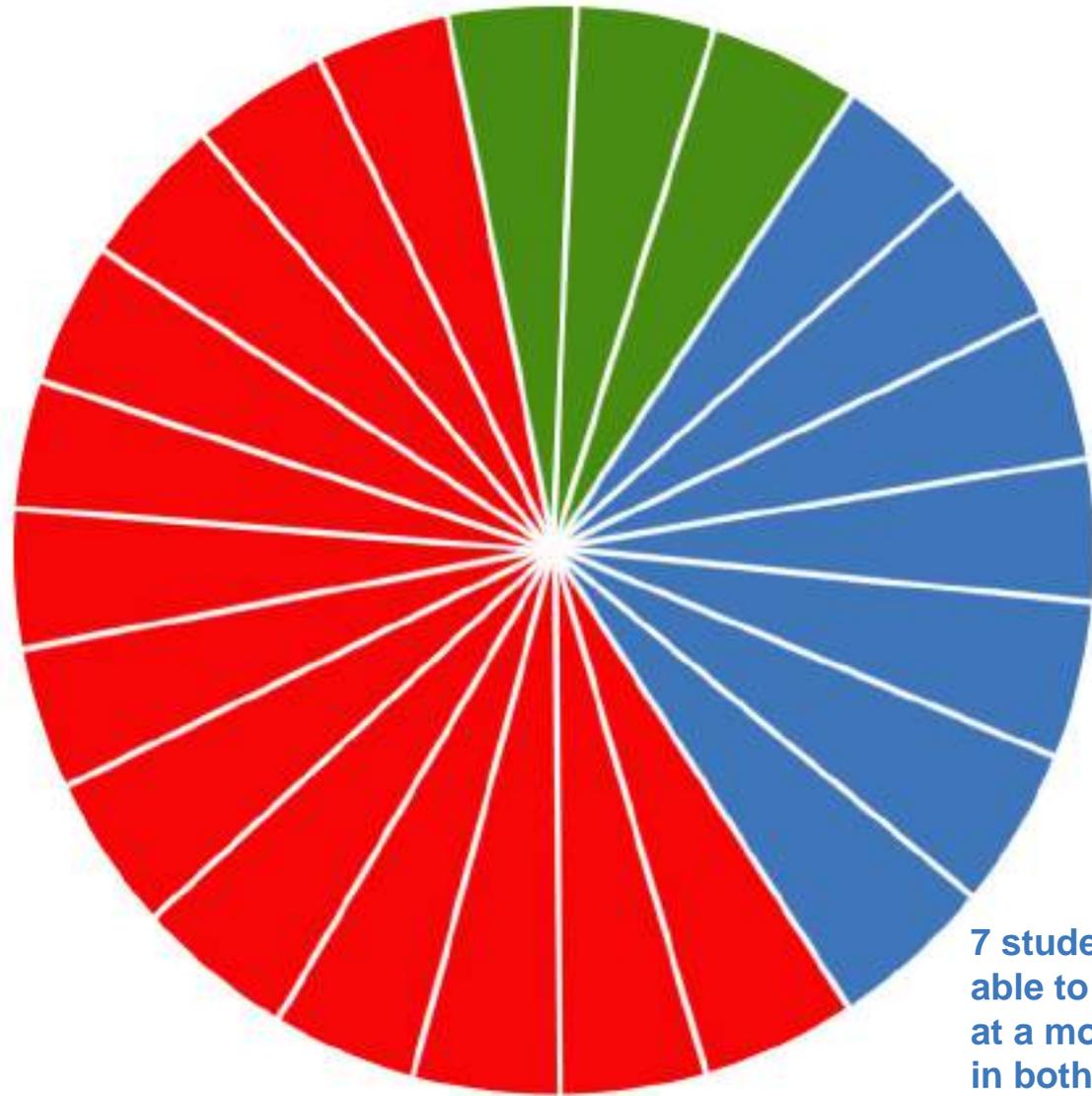


Assessment Criteria

- 1. Ability to extract a personality trait of subjects through model sheets and comic book**
- 2. Drawing skills**

Results

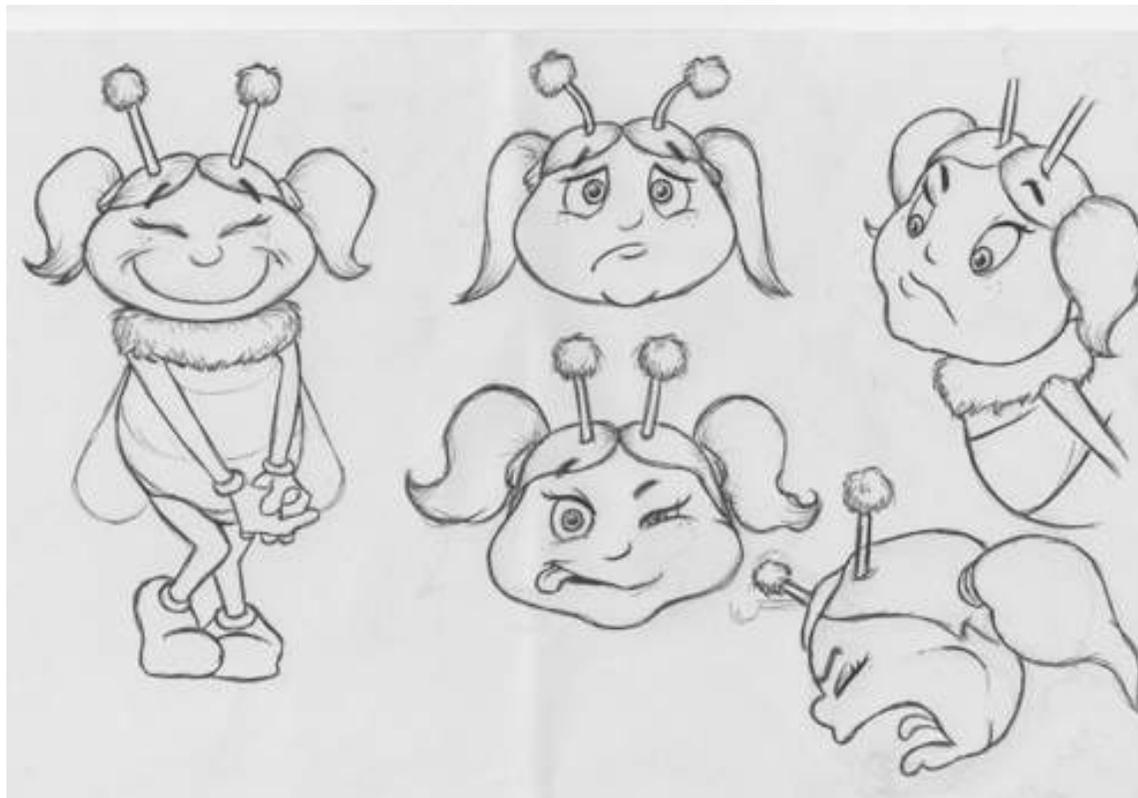
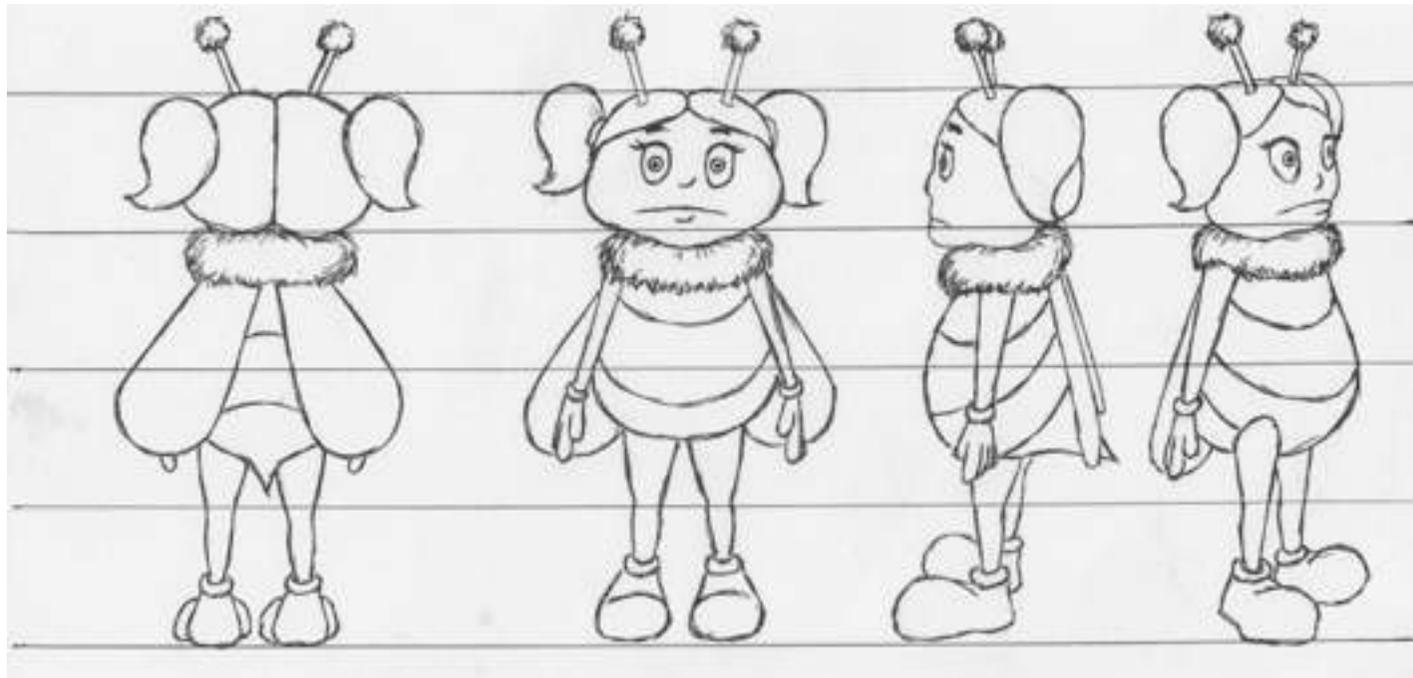
The results produced for both exercises by the remaining 13 students was poor



3 of the 23 students did very well in both exercises

7 students were able to perform at a moderate level in both exercises

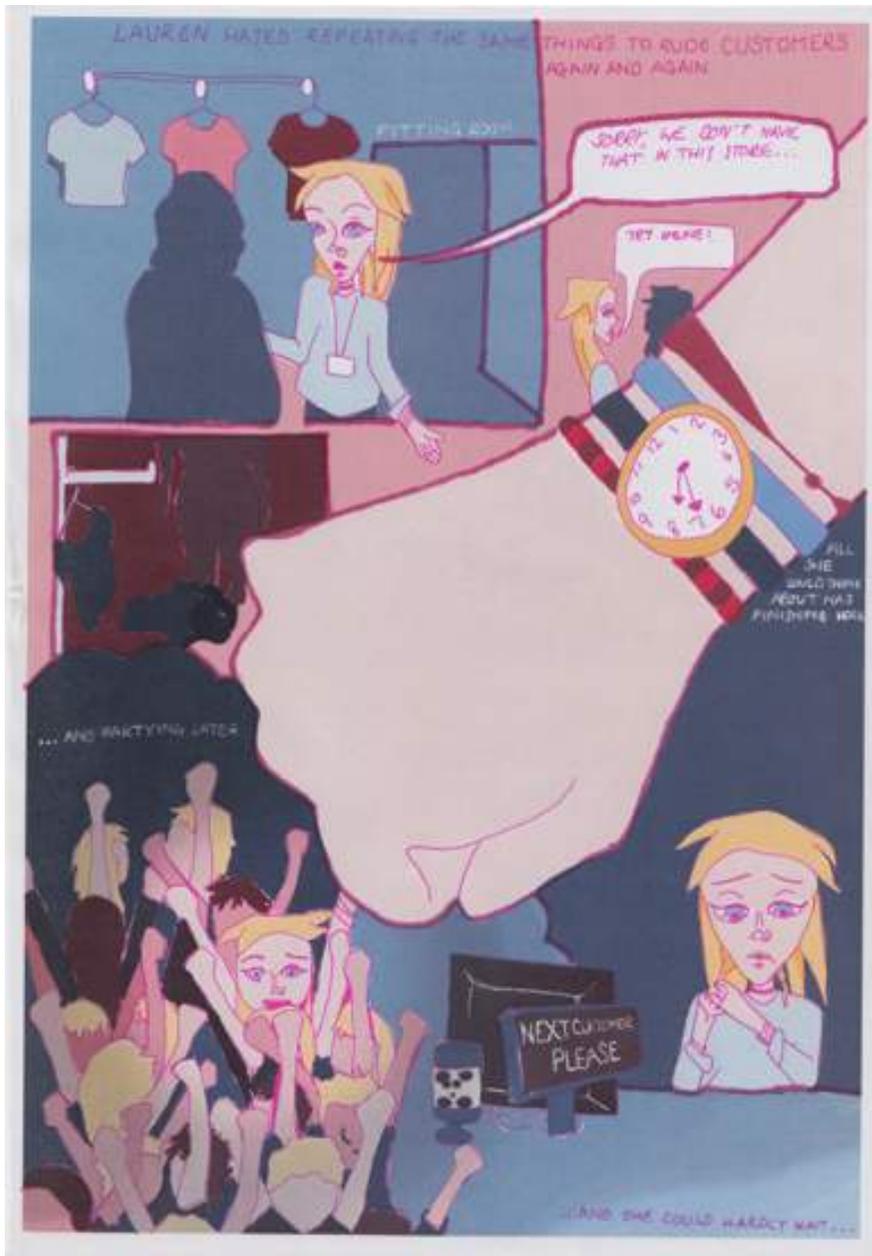
STUDENT A



Feedback from tutor

'... there is a little bit of a jump from her life drawings of her subject to the character that has been designed. The character is a bee, and the reason is that her subject loves bees. However the character designed needs to reflect her subject's personality and should communicate aspects of her personality to a general audience.'

STUDENT B





Feedback from tutor

'She needs to draw daily as a habit and create a collection of stories in comic book format, if this suits her or just drawings; whichever she feels is appropriate to her mood and inclinations at different times, as long as she continues to practice drawing.'

STUDENT C





Feedback from tutor

'...has been able to research a person and create a character with the personality of the character selected. His work clearly reflects an interest in understanding people and a love for storytelling. He is perceptive and is able to be creative and extract stories from a limited amount of material.'

Issues identified

- 1. Differentiating between**
 - the physical attributes of the selected subjects
 - their own projected understanding of their selected subjects
 - an accurate reading of the selected subjects
- 2. How to improve marks, rather than ability.**
- 3. Model sheets heavily influenced by Anime and Disney**
- 4. Performance marginally better in the comic book/strip exercise than in model sheets.**



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PROJECT TWO

Brief

1. **Model and expression sheets**
2. **Narrative with dialogue for an animatic.**

Learning activities

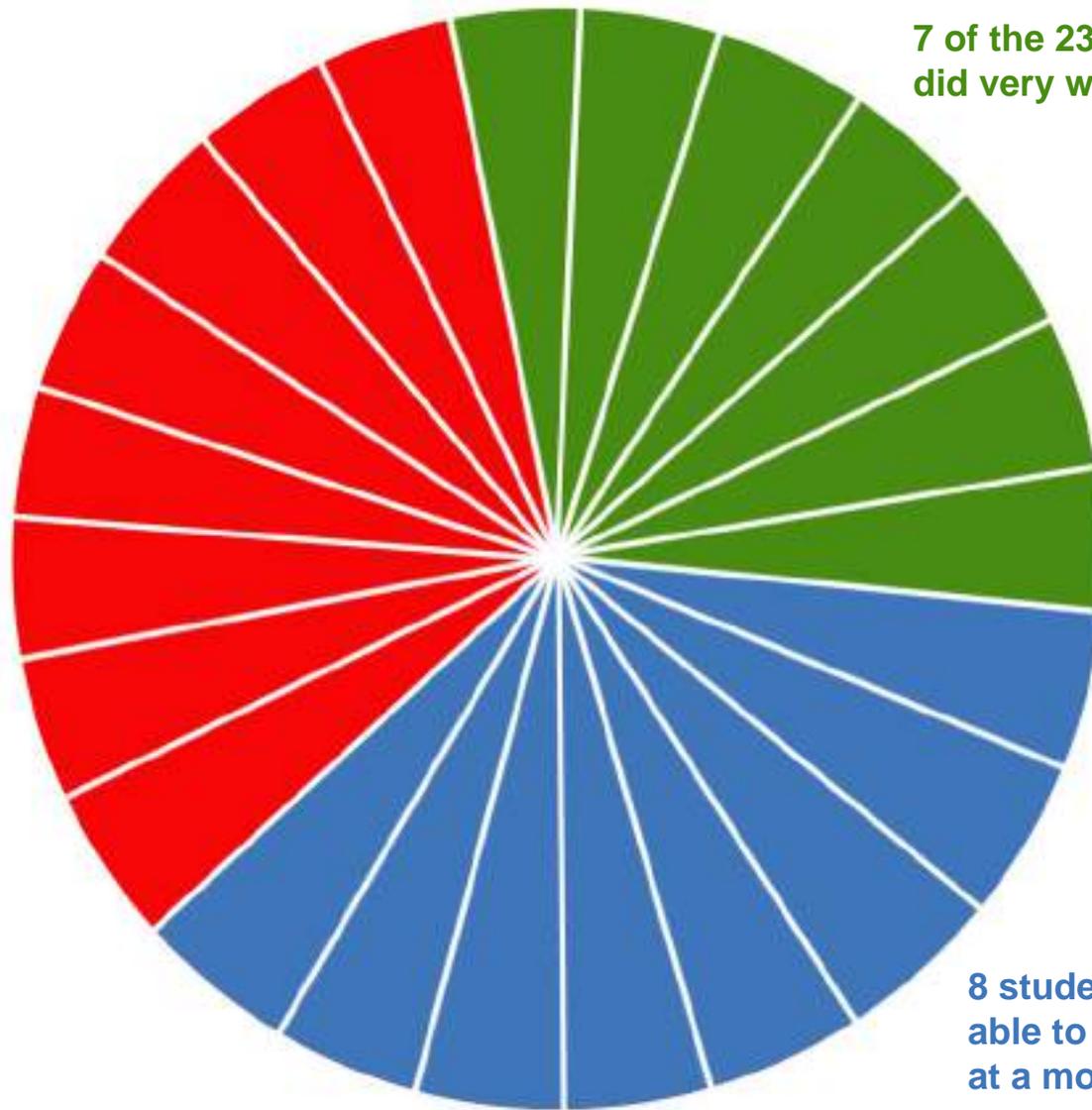
- 1. Illustrated lectures**
- 2. Dialogue creation exercises**
- 3. 10-minute exercises**
- 4. Sketchbooks**
- 5. Formative feedback**

Assessment criteria

- 1. Ability to illustrate personality trait through dialogue and animatic**

Results

Work submitted by the remaining 7 students were either poor in quality or insufficient in quantity



7 of the 23 students did very well

8 students were able to perform at a moderate level

STUDENT A



Recently she had an accident; she got hit by car and in result she has broken leg. Disability makes her the most annoying family member



Feedback from tutor

'... has spent more time researching her character and placing her in real life situations- these situations are clearer in helping define the character so that it is a character that can be understood by other people. While the new character that is being designed takes more from the selected subject, there is lots of potential to make the character more original. It is possible that this character could be defined better if it is placed in more anecdotal stories like the ones that she has already created...'

STUDENT B



Feedback from tutor

'... is advised to create a comic book/ visualised story in which her brother features. Once she has been able to capture her brother's personality through the comic book/drawn stories, she could then extract the visual character that has emerged through the making of the comic books. The stories need to lead the way in creating the characters, but at the same time working with the research that she should continue to collect. She needs to do individual drawings as well of her brother to see if characters emerge out of short intuitive drawings.'

Lined up at the start line

1:
I'm going to win
Paul:
No, you're going down!
2:
Loser buys the pints
Paul:
That'd be nice, thank you.

Revvng raaaasss.

1:
Hahaha, see you later, then!
Paul:
Whaa? Its not working! **Eughhh!** (Sighs and looks around)
Man:
Hey Buddy! **Whats going on?** (From a distance driving closer)
Paul:
It just out out! Might be the spark plug.
Man:
Ahh, you're meant to race them not break them! No worries, we'll get it sorted, Buddy! Take this one for now. (Swap hicks) You ready? Nice one, Bud.

Drives off slowly and gets lapped by his friends

2:
You're not going to win at this rate!
1:
Come on, Paul! Catch up!
Paul:
(Clears throat says nothing)

After race looking at time sheets

2:
First round on Paul, then?
1:
What was my time?
Paul:
It was you lot, couldn't keep up with me
2:
Hang on, Paul got the fastest lap!
1:
Hahaha, no way! Not bad, mate, you're not as bad as we thought
Paul:
Looks like I won't be buying anything after all!
1:
You still lost mate, can't deny that!
Paul:
Well, I'm driving anyway so I'm not buying beers.
(Friends roll their eyes)

Stranger approaches

Stranger:
Err, Paul, is it? Hi. Great lap time! I'm **George** from SOCA. We're looking for new talented young racers, and you show a lot of potential. As you probably know, we're based in America but we'll cover your flights and accommodation (Hands business card). There's loads of information on our website and a **number** to call once you've made up your mind we do understand it's a massive decision.
Paul:
Ahh, erm thanks but **erm**, I've, like, got a job? **And a girlfriend?** And I **dunno**... America? Pretty far, **I dunno** if... hmmm yeah. Like, I'm flattered? **BUT** (laughs) **yeah**, cheers but I'm good here... I think... Thanks.

STUDENT C



Baroness Trumpington

so my nail polish is already chipping, my ovaries/ appendix is on fire and I didn't like the coconut ice cream at tea so haven't had pudding

I just don't know if I can carry on

oh

mum just told me I could have granola for pudding

who the hell does she think I am

BLOODY GRANOLA

Excerpt from Script

Sophie: (not looking up from screen) I didn't used to believe in horoscopes until yesterday.

Me: (resigned) why. What happened yesterday?

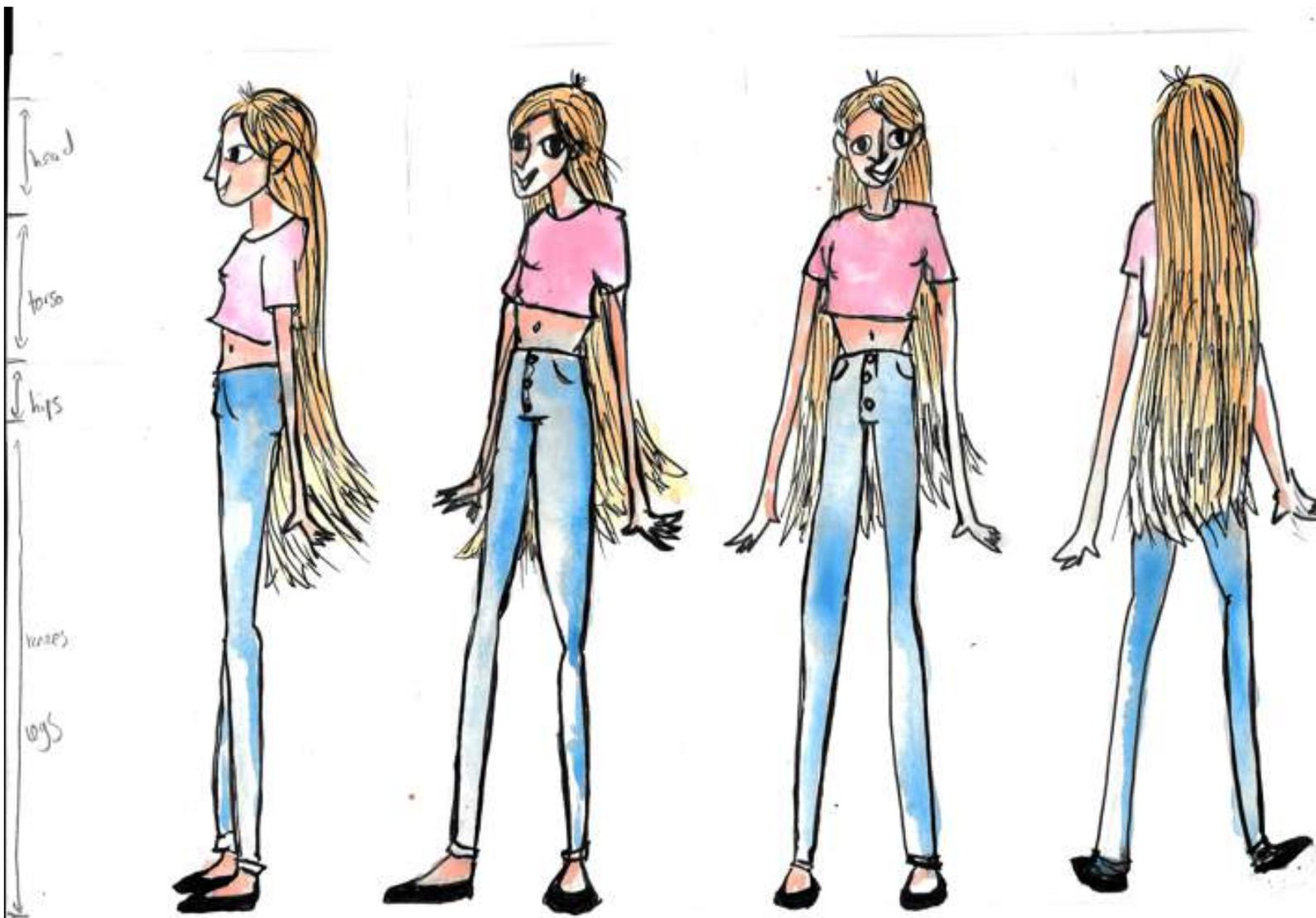
Sophie: well, right, I was on cosmo & there was this quiz that guessed your favourite pizza based on your star sign & it knew that my favourite is ham & pineapple.

Me: that doesn't-

Sophie: and it said yours was roasted vegetable.

Me: it's not though. Molly likes that more than me.

Sophie: well, it got mine right anyway.



Feedback from tutor

'... process is thorough and he is in control of what he wants to do. He is advised to continue developing his second idea with the view to seeing it published either in animation or print format.'

He has expressed an interest in focussing on/understanding animation. As the character design project progresses, hhe would need to design characters that are animate-able. In the meantime, he is advised to read as much about Animation film and film language (which, although not part of this project will go a long way in helping him understand more about visualising stories for animation, as opposed to comic books). He is advised to identify more of his interests in relation to his professional life after graduation and raise/ask as many questions, as he feels may be helpful for him to continue to develop his work.'



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Animated Documentary

In this project, students will use the format of the animated documentary to engage with the wider part of the local community. Students would select, interview and record an individual and then construct an animated documentary from the recorded conversations.

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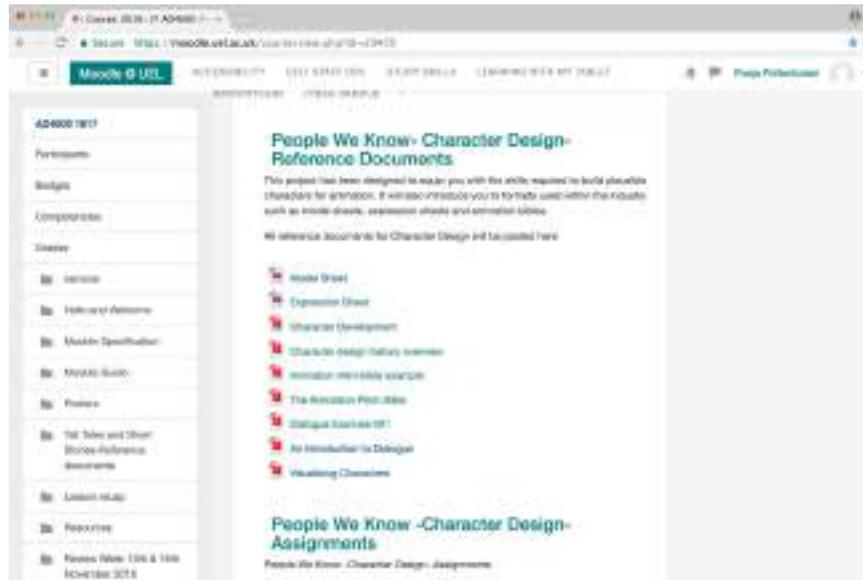
Project co-ordinator: Pooja Pottenkulam



PROJECT 3

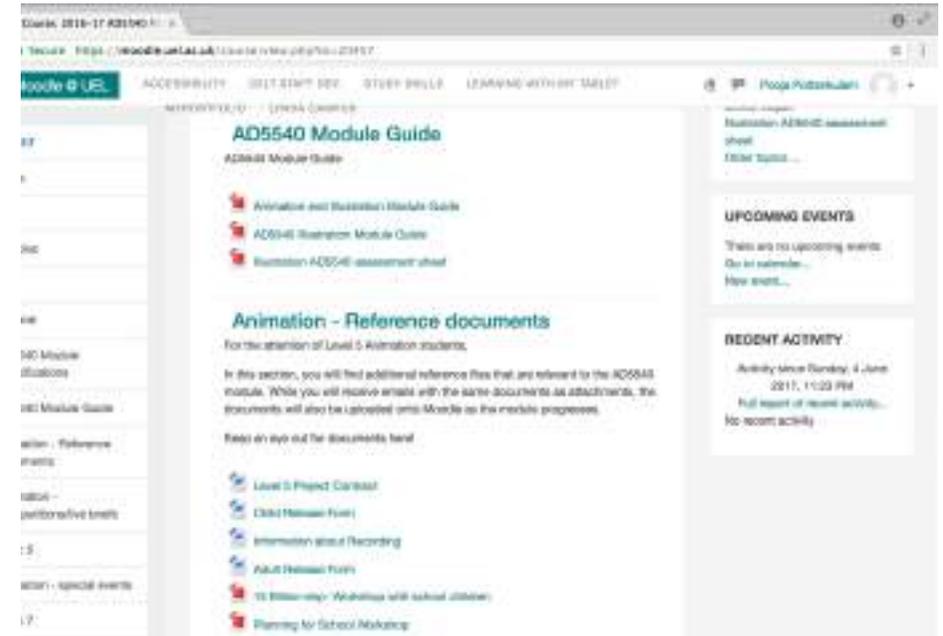
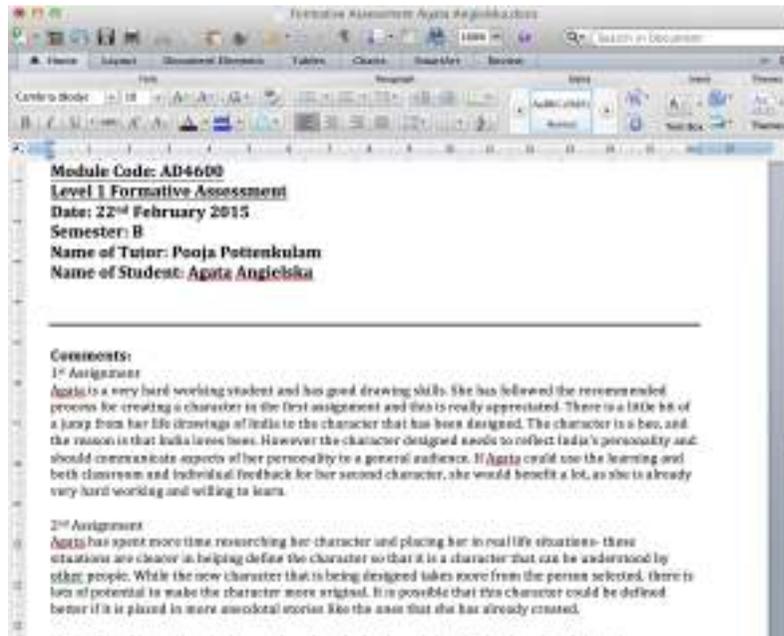
Brief

- 1. Selecting members of the local community**
- 2. Receiving permission to record**
- 3. Editing animated documentaries that illustrate aspects of the selected subject's personalities**



Learning activities

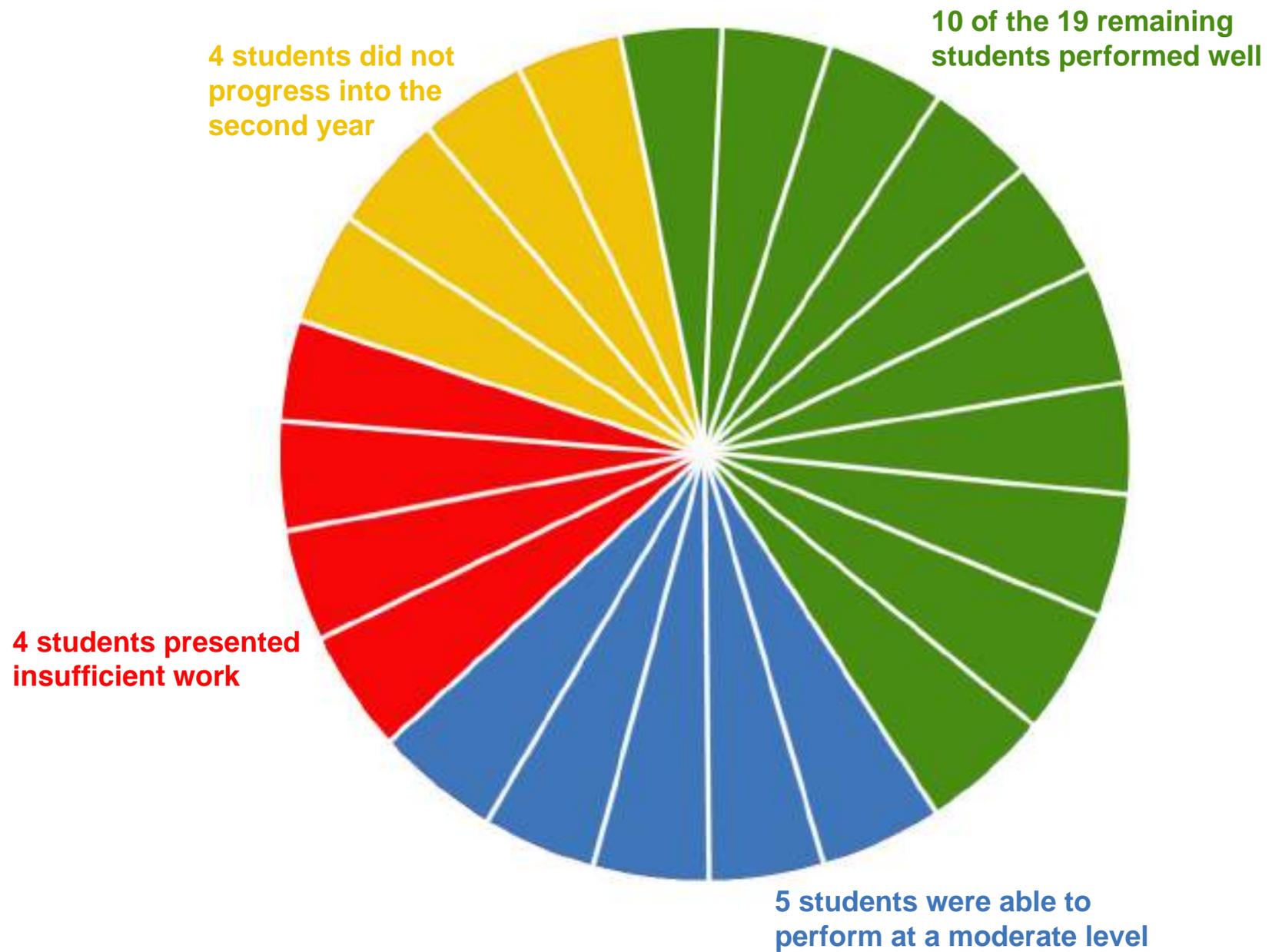
1. Structure provided for effective learning
2. Varying communication styles and pace
3. Feedback
4. Alignment with Professional Practice module



Assessment criteria

- 1. Ability to illustrate a personality trait of selected subjects through animated documentaries.**

Results



ASSESSMENT STRATEGY

Assessment methods

1. **Coursework, divided into 3 projects**
2. **External criteria-referenced feedback**
3. **Formative assessment**
 - **Ipsative assessment**
 - **Self-assessment**
4. **Summative feedback of the above.**

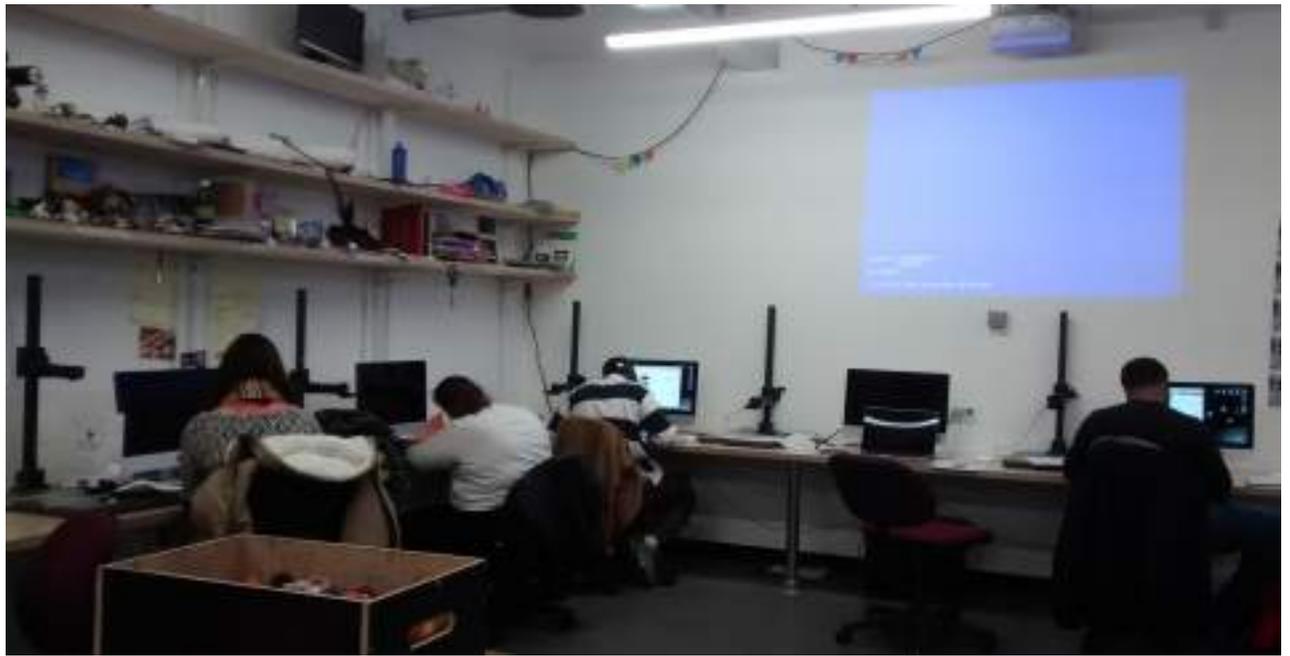
Feedback on the projects

- 1. Autobiographical feedback**
- 2. Student feedback**
- 3. Peer review**

This observation has fed forward into the re-design of the projects to now include type-to-text tools to record and deliver feedback faster.

A collaboration with the developmental psychology department to help provide individualised feedback to students is also being looked into.

The main studio space







Conclusion

- 1. Narrative construction based on these people as a key learning component**
- 2. Structured step-by-step learning**
- 3. Individualised learning plans for each student**
- 4. Positive learning environment**
- 5. Building confidence in the students to understand their selected subjects well enough to create believable characters for animation.**