

<b>POLI</b> ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.012.03
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Course	Multimedia Communication					
Subject	Animation I					
Academic year	2023/2024	Curricular year	2nd	Study period	1st semester	
Type of subject	Compulsory	Student workload (H)	Total: 162	Contact: 67,5	ECTS	6
Professor(s)	Filipe Ramiro Tavares Moreria					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	(select)	Carlos Francisco Lopes Canelas				

## COMPLETED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

- Know animation techniques for the presentation of journalistic content;
- Promote the use of motion design as a narrative genre;
- Analyze the specificity of journalism language applied in animation projects;
- Provide students with knowledge that will enable them to gather information and develop interactive infographics;
- Encourage student creativity and the use of digital tools to create animated and interactive multimedia narratives.
- Know and master authoring software for creating animations;
- Be able to select and optimize formats, considering the publishing platform and the context of distribution of animated content.

### 2. PROGRAMME

1. Digital journalistic content
2. Information design and infographics in dynamic context
3. The visual narration
4. Linear narrative techniques
5. Interactive narrative techniques
6. Cinematograph, Stop-Motion, Motion Graphics and Animated Infographics
7. Creating animated and interactive multimedia narratives

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The presented contents address the animation techniques for the presentation of journalistic content, as well as the characteristics of the interactive multimedia infographics genres, contextualizing the concept of multimedia infographics in its practical application. The aim is to promote critical thinking and self-reflection about the use of animated

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multimedia content in the various media. In the end, the student should be able to articulate the knowledge acquired in solving concrete problems.

#### 4. MAIN BIBLIOGRAPHY

- Adornato, A. (2017). Mobile and Social Media Journalism: A Practical Guide. London: Sage Publication Ltd.
- Bull, A. (2016). Multimedia Journalism: A Practical Guide. New York: Routledge.
- Cairo, A. (2008). Infografia 2.0: visualización interactiva de información en prensa. Madrid: Alamut.
- Chong, A. (2008). Digital animation. Londres: AVA Publishing SA.
- Chistiansen, M. (2014). Adobe After Effects CC Visual Effects and Compositing Studio Techniques. Adobe Press
- Chun, R. (2020). Adobe Animate Classroom in a Book. Adobe Press
- Fridsma, L. & Gyncild, B. (2018). Adobe After Effects CC Classroom in a Book (2018 release). Adobe Press
- Georgenes, C. (2014). The art of design and animation in adobe Flash CC. Burlington: Focal Press.
- Gress, J. (2014). [digital] Visual Effects and Compositing. New Riders
- Hall, H. & Manfull A. (2015). Student Journalism and Media Literacy. New York: The Rosen Publishing Group, Inc.
- Jackson, C. (2017). After Effects for Designers. Graphic and Interactive Design in Motion. New York: Routledge
- Purves, B. (2018) Stop-Motion Animation. London: Bloomsbury Academic.
- Ribeiro, N. (2012). Multimédia e Tecnologias Interativas. Lisboa: FCA Editora de Informática, Lda.
- Williams, R. (2012) The Animator's Survival Kit : A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators. New York: Farrar, Straus & Giroux Inc.
- Wyatt, A. (2011). The complete digital animation course. The principles, practice and techniques of successful digital animation. London: Thames & Hudson.

#### 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

This curricular unit is organized in theoretical and practical contact hours, which will include practical exercises, developed based on the theoretical and technical concepts covered in the classes, and collective contact hours, tutorial orientation, directed to the accompaniment of the animation projects proposed for evaluation.

Throughout the semester students will develop animation projects and discuss, with teachers and colleagues, their choices, difficulties, problems and solutions proposals.

The assessment results from:

- Integrated animation exercises carried out in class (30%);
- Individual theoretical-practical work (20%);

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- Final group project (50%).

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The lectures to teach aim to transmit fundamental concepts and contents in the area of design with movement. The classes of resolution of exercises / problems and of practical cases have as objective the consolidation of the knowledge and the acquisition of technical skills in design of 2D animation. The tutorial guidelines will allow the monitoring and monitoring of the progress of the acquisition of knowledge. The projects are designed to consolidate knowledge and skills acquired, using sources and bibliography advised by teachers, which will also promote research autonomy. The oral presentation of the different stages of the development of animation projects will stimulate reflection and collective debate around the theme chosen.

The teaching methodology of the curricular unit allows the student to apply throughout the semester in a practical way the contents addressed. The aim is to motivate students to actively learn theoretical-practical knowledge by performing practical exercises that value interdisciplinarity.

## 7. ATTENDANCE

Mandatory two-thirds of the participants (with the exception of students covered by specific legislation). Will be except for absences with legal justification.

### DATE

**24 de junho de 2022**

### SIGNATURES

*Professor(s), Area/Group Coordinator or Head of Department signatures*

Area/Group Coordinator

<p>POLI</p> <p>ESCOLA SUPERIOR</p> <p>EDUCAÇÃO</p> <p>COMUNICAÇÃO</p> <p>DESPORTO</p> <p>TÉCNICO</p> <p>GUARDA</p>	<p><b>SUBJECT DESCRIPTION</b></p>	<p><b>MODELO</b></p> <p>PED.012.03</p>
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(signature)

Professor

(signature)