

5S_FO_GRA_Audiovisual technology and animation

1

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Technology applied to graphic design

Type: Mandatory Training graphic design

Credits: 3 ECTS

Total hours: 75h

Course: 3

Hours/week: 4.7h

Semester: 5th

Face-to-face hours/week: 2h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2.7h

Prerequisites: It is recommended to have taken and passed the Audiovisual Media subject (first year common). It would be advisable to have knowledge of digital imaging and video editing.

1. Presentation of the subject

The subject Audiovisual Technology and Animation 1 is an introduction to animation and audiovisual animation and post-production techniques in a field known as motion graphics. In the same audiovisual project, video and sound resources, images, bitmaps and vector graphics are brought together.

The main objective of the subject is to generate and process images that move and develop over time. It also aims for students to have a first contact with the language of animation and explore the expressiveness of this set of techniques that draw from cinema and television.

In a social framework in which moving images are widely disseminated through networks, motion graphics are a fundamental communication tool for graphic designers.

2. Course contents

Animation language and techniques.

Audiovisual post-production processes (formats, export, workflow).

Working environment of a compositing software like After Effects (basic layer properties, basic tools, different types of layers, timeline, etc.)

Basic parameters and animation operations (keyframes and interpolation, layer parenting, null object).

Speed and time control parameters (motion smoothing and acceleration, time remapping).

Composition and transparency (alpha channels, masks, mattes, blending modes). Sound treatment.

Guia Docent del Grau en Disseny

3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.	X	X

General skills		Subject	Subject
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.	X	x
CG-10	Be able to adapt to changes and industrial technological evolution.	X	X
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.	X	X
GRA-11	Master the technological resources of visual communication.	X	X
GRA-12	Master digital technology for processing images, texts and sounds.	X	X

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Learn the techniques for processing and expressing animated images.	GRA-12, CG-04
RA2	Use audiovisual media tools specific to the subject appropriately.	GRA-11, CG-10
RA3	Choose the appropriate technological resource based on the objective set.	GRA-08,
RA4	Experiment with language and different technical possibilities. Develop proposals to solve graphic problems.	CT-03
RA5	Devise, prepare and plan an animated graphics project using the appropriate terminology.	CG-15, CT-12

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active	AF3

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

5S_FO_GRA_Audiovisual technology and animation 1

Printed 2026-4-7

2

Guia Docent del Grau en Disseny

		participation of students in the classroom.	
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	AF2
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF2
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF3
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF3
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	AF1
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF3

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Exercise resolution.	10 weeks	30-50%
AF2	Practical test.	1 week	10-20%
AF3	Preparation of a practical work	5 weeks	30-40%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

5S_FO_GRA_Audiovisual technology and animation 1

Printed 2026-4-7

3

Guia Docent del Grau en Disseny

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or

Guia Docent del Grau en Disseny

irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Exercise resolution (30-50%)

- Ability to correctly apply the animation and post-production techniques covered.
(R.A.1 i 2)
- Degree of elaboration and experimentation in the solutions provided.
(R.A.1 i 2)
- Ability to integrate all elements fluently.
(R.A.1 i 2)
- Ability to provide expressiveness.
(R.A.1 i 2)

Practical test (10-20%)

- Knows animation and post-production software, techniques and processes and uses them correctly.
(R.A.1 i 2)
- Correctly apply resources according to the needs of the assignment.
(R.A.3)

Practical work (30-40%)

- Correct application of animation techniques and degree of elaboration of these techniques.
(R.A.1 i 2)
- Expressive use appropriate to the purpose.
(R.A.3)
- Care in the integration of all audiovisual elements.
(R.A.1, i 2)
- Narrative development and structure, rhythm.
(R.A.5)
- Ability to search for and choose technological and creative resources that serve as a reference.
(R.A.4)
- Ability to describe and argue the process and decisions made. Coherence between the results and the proposal.
(R.A.4)
- Development of a creative and feasible proposal based on pre-production documents such as a storyboard and using vocabulary appropriate to the subject.
(R.A.5)

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

Rubrics.
Practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

Repetition of activities not presented with the same evaluation criteria.

Specific recovery criteria outside of continuous assessment

Students who do not submit the activities on the established dates or who have not followed the continuous assessment will have to complete, in addition to the activities not submitted, a practical test and/or an exercise during the recovery week. The final grade will be calculated based on the same percentages of the activities, but it will be essential to pass the complementary test or exercise with a pass.

- Technical animation solutions and formal requirements 50%
- Formal solutions (expressiveness, color, rhythm, sound, shape and movement) 50%

Subject recovery instruments outside of continuous assessment

Practical test.

Guia Docent del Grau en Disseny

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of

Guia Docent del Grau en Disseny

use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

Basic bibliography

Fridsma, Lisa & Gynclid, Brie. 2021. Adobe After Effects Classroom in a Book. Pearson Education.

Reference bibliography and other resources

<https://www.artofthetitle.com/>

<https://www.stashmedia.tv/>

<http://motionographer.com/>

<http://www.fubiz.net/>

<https://helpx.adobe.com/after-effects/user-guide.html>

Audiovisuals

Guia Docent del Grau en Disseny

12. Training activity sheets

ACTIVITY 1	Duration: 10 weeks	Weighting: 30 - 50 %
-------------------	--------------------	----------------------

Description of the activity

Exercises. Set of exercises that cover different techniques and allow progressive learning. The exercises will cover the principles of animation, the operation of keyframes and the basics of audiovisual.

Contents

Animation language and techniques.

Audiovisual post-production processes (formats, export, workflow).

Working environment of a compositing software like After Effects (basic properties of layers, basic tools, different types of layers, timeline, etc.).

Basic animation parameters and operations (keyframes and interpolation, layer parenting, null object).

Speed and time control parameters (motion smoothing and acceleration, motion remapping) temps o time remapping).

Composition and transparency (alpha channels, masks, mattes, blending modes).

Sound treatment.

Skills

CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD5	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Publicly presenting the results of a work, project or research in front of an audience.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

5S_FO_GRA_Audiovisual technology and animation 1

Printed 2026-4-7

9

Guia Docent del Grau en Disseny

MD9	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD10	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.

Learning outcomes

RA1	Learn about the techniques for processing and expressing animated images.
RA2	Use audiovisual media tools specific to the subject appropriately.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Ability to correctly apply the animation and post-production techniques covered. 25%
Degree of elaboration and experimentation in the solutions provided. 25%
Ability to integrate all elements with fluency. 25%
Ability to provide expressiveness. 25%

Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral

Specific recovery criteria within continuous assessment

Improvement or repetition of suspended activities with the same evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Submission of unsubmitted activities using the same criteria as the continuous assessment.
Carrying out a complementary practical test of achievement of the competencies

Recovery instruments outside of continuous assessment

Rubrics
Application exercises

Guia Docent del Grau en Disseny

ACTIVITY 2	Duration: 1 week	Weighting: 10 - 20 %
-------------------	------------------	----------------------

Description of the activity

Practical test that tests all the knowledge acquired from the previous activity with a limited time. It must be short in duration and can have various types.

Contents

Animation language and techniques.

Audiovisual post-production processes (formats, export, workflow).

Working environment of a compositing software like After Effects (basic properties of layers, basic tools, different types of layers, timeline, etc.).

Basic animation parameters and operations (keyframes and interpolation, layer parenting, null object).

Speed and time control parameters (motion smoothing and acceleration, motion remapping) temps o time remapping).

Composition and transparency (alpha channels, masks, mattes, blending modes).

Sound treatment.

Skills

CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.

Applied teaching methodologies

MD4	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

5S_FO_GRA_Audiovisual technology and animation 1

Printed 2026-4-7

11

Guia Docent del Grau en Disseny

MD10 Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.

Learning outcomes

RA1 Learn about the techniques for processing and expressing animated images.

RA2 Use audiovisual media tools specific to the subject appropriately.

RA3 Choose the appropriate technological resource based on the objective set.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Knows animation and post-production software, techniques and processes and uses them correctly. 50%
Correctly applies resources according to the needs of the assignment. 50%

Evaluation instruments within continuous evaluation

Rubrics
Application exercises
Individual and/or group feedback: written and oral

Specific recovery criteria within continuous assessment

Improvement or repetition of suspended activities with the same evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Submission of unsubmitted activities using the same criteria as the continuous assessment.
Carrying out a complementary practical test of achievement of the competencies.

Recovery instruments outside of continuous assessment

Rubrics
Application exercises

Guia Docent del Grau en Disseny

ACTIVITY 3	Duration: 5 weeks	Weighting: 30 - 40%
-------------------	-------------------	---------------------

Activity description

Preparation of practical work (individual or in a group). A work will be proposed that involves a certain complexity and decision-making by the student. A presentation and/or a report explaining the work process will be requested.

However, a prior pre-production document such as a storyboard will have to be made.

Contents

Animation language and techniques.

Audiovisual post-production processes (formats, export, workflow).

Working environment of a compositing software like After Effects (basic properties of layers, basic tools, different types of layers, timeline, etc.).

Basic animation parameters and operations (keyframes and interpolation, layer parenting, null object).

Speed and time control parameters (motion smoothing and acceleration, motion remapping) temps o time remapping).

Composition and transparency (alpha channels, masks, mattes, blending modes).

Sound treatment.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-12	Adapt in competitive conditions to cultural, social and artistic changes and to the advances that occur in the professional field and select appropriate aspects of continuing training.
CG-04	Have a scientific view on the perception and behavior of form, matter, space, movement and color.
CG-10	Be able to adapt to changes and industrial technological evolution.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to the sequences and degrees of competitiveness.
GRA-08	Know the channels that support visual communication and use them according to the project's communication objectives.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

5S_FO_GRA_Audiovisual technology and animation 1

Printed 2026-4-7

13

Guia Docent del Grau en Disseny

Applied teaching methodologies

MD5	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD11	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA1	Learn the techniques for processing and expressing animated images.
RA2	Learn the techniques for processing and expressing animated images.
RA3	Choose the appropriate technological resource based on the objective set.
RA4	Experiment with language and different technical possibilities. Develop proposals to solve graphic problems.
RA5	Devise, prepare and plan an animated graphics project using the appropriate terminology.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Formal skills, experimentation and techniques (70 to 80%):

1. Ability to correctly apply the animation and post-production techniques covered.
2. Degree of elaboration and experimentation in the solutions provided.
3. Ability to integrate all elements fluently.
4. Ability to provide expressiveness.

Research and documentation skills (20 to 30%):

1. Ability to search for and choose technological and creative resources that serve as a reference.
 2. Ability to describe and argue the process and decisions made. Consistency between the results and the proposal.
 3. Development of a creative and feasible proposal based on pre-production documents such as a storyboard.
- Uses vocabulary appropriate to the subject.

Guia Docent del Grau en Disseny

Evaluation instruments within continuous evaluation

Rubrics

Application exercises

Individual and/or group feedback: written and oral

Specific recovery criteria within continuous assessment

Improvement or repetition of suspended activities with the same evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Submission of unsubmitted activities using the same criteria as the continuous assessment.

Carrying out a complementary practical test of achievement of the competencies.

Recovery instruments outside of continuous assessment

Rubrics

Application exercises