

6S_FTHE_Audiovisual technology and animation

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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: Compulsory Graphic Design Training

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites:

It is recommended to have passed the subject Audiovisual and Animation Technology I (compulsory for the third year). It would be advisable to have a basic knowledge of After Effects before taking this subject.

1. Presentation of the subject

The subject, continuation of *Audiovisual technology and animation I*, delves into audiovisual and animation techniques through exercises and projects of greater complexity that allow students to develop more skills in creating graphic solutions.

The methodology is based on experimentation with diverse techniques and resources, such as animation in three-dimensional environments, the use of cameras and the application of different effects.

The subject has among its main objectives:

To deepen, adapt to changes and industrial and digital technological evolution. To master and choose the most appropriate technological resources for visual communication. To develop proposals to solve graphic problems.

Devise, prepare and plan an animated graphics project using the appropriate terminology.

2. Course contents

- Animation language and techniques.
- Advanced audiovisual post-production processes.
- Advanced text animation techniques.
- The animation of the camera and its parameters within a three-dimensional space.
- The lighting.
- More complex digital animation parameters (expressions). Advanced effects such as particles.

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- Working with 3D objects in a three-dimensional environment

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-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. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Learn the techniques for processing and expressing animated images.	GRA-12
RA-02	Use audiovisual media tools specific to the subject appropriately.	CT12 GRA-11
RA-03	Choose the appropriate technological resource based on the objective set.	GRA-08 CG-10
RA-04	Experiment with language and different technical possibilities.	GRA-12
RA-05	Develop proposals to solve graphic problems.	CT-03
RA-06	Devise, prepare and plan an animated graphics project using the appropriate terminology.	CG-15

5. Teaching methodologies applied to the subject

Get up	Typology	Description	Apply
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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.	AF3
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF3
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.	AF3
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

Get up	Description	Duration	Weighting
AF1	Exercise solutions.	10 weeks	30 - 40%
AF2	Practical test.	1 week	10 - 20%
AF3	Preparation of a practical work	5 weeks	40 - 50%

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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.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some general **evaluation criteria** which are common to all teaching guides, without prejudice to 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 will have to be resubmitted as a recovery.
- 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 student or a first-degree relative, coincidence with an official language level or driving license ex

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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 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 must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

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

A1_ Exercises Solution (30 - 40%)

- 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)

A2_ Practical test (10 - 20%)

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

A3_ Final work (40-50%)

- Correct application of animation techniques and degree of elaboration of these techniques. (R.A.1 i 2)
- Expressive use appropriate to the objective. (R.A.3 i 5)
- 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 i 6)
- Development of a creative and feasible proposal based on pre-production documents such as a storyboard. (R.A.4 i 6)
- Uses vocabulary appropriate to the subject. (R.A.6)

Evaluation instruments within continuous evaluation

Rubrics.

Practical tests

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Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

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 teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The same as for continuous assessment with the repetition or delivery of activities.

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 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 test or complementary exercise with a pass.

Subject recovery instruments outside of continuous assessment

Practical tests

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.

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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)

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. 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, recommended whenever it is used as an assistant during the research process or as another source. In both cases, it must comply with the [citation regulations established by the APA](#).

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the evaluation activities and citing the tools used and, specifically, to identify the texts or images generated by AI systems, which they may not present as their own.

Misuse of this tool can seriously affect the evaluation of the assessment activities. If in doubt, it is recommended that, before submitting the activity, a consultation be sent to the teacher.

For the evaluation, students are responsible for any possible errors that Artificial Intelligence may make.

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- Byrne, B. (2012). 3D Motion Graphics for 2D Artists: Conquering the Third Dimension. Londres: Routledge.
- Geduld, M (2008). After effects expressions. Londres: Routledge.
- Meyer, T. i Meyer, C. (2016). After Effects Apprentice: Real-World Skills for the Aspiring Motion Graphics Artist. Londres: Focal Press.
- Solana, G. (2007). Uncredited. Graphic design and credit titles. Barcelona: Index Books.
- Zwerman, S. (Ed.), Jeffry A. O. (Ed.). (2014) The VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures (1st Edition). Londres: Focal Press.

Audiovisuals

Webography of consultation:
<http://www.videocopilot.net/tutorials/>

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12. Training activity sheets

ACTIVITY 1	Duration: 10 weeks	Weighting: 30 - 40%
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Description of the activity

Exercise resolution. (Set of exercises that deal with different techniques and allow progressive learning)The exercises will allow you to delve into animation in three-dimensional space.

Contents

Animation language and techniques.
Advanced audiovisual post-production processes.
Advanced text animation techniques.
The animation of the camera and its parameters within a three-dimensional space.
The lighting.
More complex digital animation parameters (expressions). Advanced effects such as particles.
Working with 3D objects in a three-dimensional environment

Skills

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.
GRA-11	Master the technological resources of visual communication.
GRA-12	Master digital technology for processing images, texts and sounds.

Applied teaching methodologies

MD9	Guided practice
MD10	Flipped Classroom

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

Solving practical exercises

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Feedback individual and/or group: written or oral.

Specific recovery criteria within continuous assessment

A1_ Exercises Solution (30 - 40%)

- Ability to correctly apply the animation and post-production techniques covered. 25%
(R.A.1 i 2)
- Degree of elaboration and experimentation in the solutions provided. 25%
(R.A.1 i 2)
- Ability to integrate all elements with fluency. 25%
(R.A.1 i 2)
- Ability to provide expressiveness. 25%
(R.A.1 i 2)

Recovery outside of continuous assessment

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 or 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 passing grade.

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

Recovery instruments outside of continuous assessment

Practical tests
Application exercises

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ACTIVITY 2	Duration: 1 week	Weighting: 10 - 20%
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Description of the activity

A time-limited practical test where the knowledge acquired through the exercises is put into practice. It must be brief and can be presented in different formats.

Contents

Animation language and techniques.
Advanced text animation techniques.
The animation of the camera and its parameters within a three-dimensional space.
The lighting.
More complex digital animation parameters (expressions). Advanced effects such as particles.
Working with 3D objects in a three-dimensional environment

Skills

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-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	Tests and/or exams
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Learning outcomes

RA1	Learn 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.

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Knows animation and post-production software, techniques and processes and uses them correctly. 50%
(R.A.1 i 2)
- Correctly applies resources according to the needs of the assignment. 50%
(R.A.3)

Evaluation instruments within continuous evaluation

Rubrics.
Practical tests
Application exercises.

Specific recovery criteria within continuous assessment

- Knows animation and post-production software, techniques and processes and uses them correctly.
(R.A.1 i 2) 50%
- Correctly apply resources according to the needs of the assignment.
(R.A.3) 50%

Recovery outside of continuous assessment

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 or 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 passing grade.

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

Recovery instruments outside of continuous assessment

Practical tests
Application exercises.

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ACTIVITY 3	Duration: 5 weeks	Weighting: 40 - 50%
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Description of the activity

Carrying out a practical project (individual or in a group). A task will be proposed that involves a certain degree of complexity and that requires decision-making by the student. An oral presentation and/or the submission of a report that describes the work process will be requested.

In addition, a pre-production document, such as a storyboard, will need to be prepared beforehand.

Contents

Animation language and techniques.

Advanced text animation techniques.

The animation of the camera and its parameters within a three-dimensional space.

The lighting.

More complex digital animation parameters (expressions). Advanced effects such as particles.

Working with 3D objects in a three-dimensional environment.

Skills

CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
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.
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.
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 sequences and degrees of compatibility.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD5	Workshops and/or internships
MD6	Presentations and/or defenses

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MD7	Case study
MD8	Project work
MD11	Collaborative work

Learning outcomes

RA1	Learn 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.
RA4	Experiment with language and different technical possibilities.
RA5	Develop proposals to solve graphic problems.
DAY 6	Devise, prepare and plan an animated graphics project using the appropriate terminology.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

A3_Final work (40-50%)

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

- Correct application of animation techniques and degree of elaboration of these techniques.
(R.A.1 i 2)
- Expressive use appropriate to the objective.
(R.A.3 i 5)
- Care in the integration of all audiovisual elements.
(R.A.1 i 2)
- Narrative development and structure, rhythm.
(R.A.5)

Research and documentation skills (20 to 30%)

- 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 i 6)
- Development of a creative and feasible proposal based on pre-production documents such as a storyboard.
(R.A.4 i 6)
- Uses vocabulary appropriate to the subject.
(R.A.6)

Evaluation instruments within continuous evaluation

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Rubrics
Monitoring reports

Specific recovery criteria within continuous assessment

The same as in continuous assessment

Recovery outside of continuous assessment

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 or 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 passing grade.

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

Recovery instruments outside of continuous assessment

Practical Tests
Exercise solution