



# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

SVIFA

## M.F.A. – Animation

SUBJECT CODE	NAME OF SUBJECT	Teaching Scheme/Week			CREDITS	EXAMINATION SCHEME				
		L	T	P		Theory			Practical	
						End sem university exam	Two Term Exam	Teacher * Assessment	End sem university exam	Teacher * Assessment
AMFA-201	History of Animation-II	4	0	0	4	60	20	20	0	0

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The students will be able to:

- To familiarize the students with the history of Animation.
- To acquaint the students the various techniques and styles that created the current scenario of Animation Industry.

**Course Outcomes (COs):** The student should be able to:

To enable the students to analyse the historical development of animation in order to create their original animation.

## Paper I

### AMFA-201

#### History of Animation-II

#### Unit I

1920s: The rise of Disney. The absolute film movement. Early synchronized sound: Song Car-Tunes and Aesop's Sound Fables, Lotte Reiniger.



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#### **Unit II**

Early Disney: Laugh-O-Grams, Alice, Oswald and Mickey. Bosko, 1930s: Color, depth, cartoon superstars and Snow White.

#### **Unit III**

Two-strip color, Disney's Silly Symphonies in Technicolor, Multiplane cameras and the Stereoptical process, New colourful cartoon superstars including Merrie Melodies featured characters like Foxy, Piggy and Goopy Geer.

#### **Unit IV**

Disney introduced new characters in Mickey Mouse universe with Mickey and Minnie Mouse (1928): Pluto (1930), Goofy (1932), Donald Duck (1934), Hays code and Betty Boop

#### **Unit V**

Snow White and the breakthrough of the animated feature. Early TV animation, 1940s, Wartime propaganda. Feature animation in the 1940s. High ambitions, setbacks and cutbacks in US feature animation. Non-US animation forces.

#### **Recommended Readings:**

1. Chuck Thorndike, (2012). *Cartooning, Caricature and Animation Made Easy*, Dover Publication, New York.
2. Grant Write, (2018). *The Art of Caricature*, Chapel Hill NC.
3. Suzanne Buchan, (2013). *Pervasive Animation*, Routledge, New York.



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AMFA-202	Story Writing	4	0	0	4	60	20	20	0	0

**Legends:** **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;

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**Course Educational Objectives (CEOs):** The student will be able to:

- To familiarize the students to the stages of story development.
- To acquaint the students the relation of art with concept, character, plot etc.

**Course Outcomes (COs):** The student should be able to:

- To enable the students to develop original stories, concepts and ideas.

## Paper II

### AMFA-202

#### Story Writing

#### Unit- I

Story Premise and Genres of Stories like, Slice of Life, Spy, Supernatural, Thriller, Urban, War, Action, Adventure, Animation, Biography, Comedy, Coming of Age, Courtroom, Crime, Epic, Fantasy, Film Noir, Historical, Horror, Mystery, Philosophical, Political, Religion, Romance, Saga, Satire, Science fiction.



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#### Unit- II

Characterisation- Character Development, Direct Vs. Indirect Characterisation, Five methods of characterization, Jung's twelve archetypes, Character Voice, Character Arc, Positive Character Arc, Negative Character Arc, Flat Character Arc. Character Sheets.

#### . Unit- III

Plot Development: What it is. Structure of a plot including three acts: the set-up, the confrontation and the resolution. Developing a Plot using "Freytag's pyramid". Plot Devices. Plot Outline, Plot Summary. Seven Plot Types including Adventure, Change, Romance, Mistake, Lure, Race and Gift.

#### Unit-IV

Setting of the story including Time, Climate, Geography, Culture, Politics. Point-of-view: Description and importance. First, second and third Point of View. Story Style: Description and importance. Key parts to make a story's style: Diction, Sentence structure, Tone, Narrator, Grammar and the use of punctuation.

#### Unit-V

Theme: Description and importance. Exploring themes like Love, Death, Good Vs. Evil, Coming of age, Power and corruption, Survival, Courage and heroism, Prejudice, Individual vs. society, War. Literary Devices: Description. Creative devices including Allusion, Diction, Alliteration, Allegory, Colloquialism, Euphemism, Flashbacks, Foreshadowing, Imagery, Juxtaposition, Metaphor/simile, Personification, Onomatopoeia, Symbolism, Tone

#### Recommended Readings:

- Burns, Jim (2009). Uncommon Stories and Illustrations, Gospel Light, United States.
- Bell, James S. (2004). Plot & Structure: Techniques and Exercises for Crafting a Plot that Grips Readers from Start to Finish, Writer's Digest Books, Ohio, United States.



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AMFA-203	Photography	0	0	8	4	0	0	0	60	40

**Legends:** **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The students will be able to:

- To familiarize the students with photography.
- To acquaint the students the various techniques and styles of photography.

**Course Outcomes (COs):** The student should be able to:

To enable the students to analyse the techniques and styles of capturing images on camera in order to create their individual technique of photography.

### Paper III

### AMFA-203

#### Photography

Basics of Photography and employing principles of art to conducting photography.



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AMFA-204	Conceptual Development	0	0	8	4	0	0	0	60	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The students will be able to:

- To familiarize the students with development of concept.
- To acquaint the students the various techniques and styles of creating original and new concepts.

**Course Outcomes (COs):** The student should be able to:

To enable the students to analyse the techniques and styles of concept development in order to create their individual ideas.

## Paper IV

### AMFA-204

#### Conceptual Development

Cultivating original ideas for the production of short animated films, students demonstrate their knowledge of storytelling, world building, character development and staging. Students develop a pitch-ready concept package, including mood boards, character and environment designs, color scripts, style frames and an industry-standard treatment. Students pitch specific elements from their concept package and explore strategies for preparing visual development for production.



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AMFA-205	Digital Painting	0	0	8	4	0	0	0	60	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The students will be able to:

- To familiarize the students with concepts of digital painting.
- To acquaint the students the various techniques and styles of digital media.

**Course Outcomes (COs):** The student should be able to:

To enable the students to analyse the techniques and styles of digital painting in order to create their individual technique of making digital paintings.

## Paper V

### AMFA-205

#### Digital Painting

Creating digital paintings by applying digital media knowledge and principles of art.



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AMFA-206	Exhibition and Viva	0	0	8	4	0	0	0	60	40

**Legends:** **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The student will be able to:

- To disseminate the know-how of creating and exhibiting their artwork.
- To familiarize the students to the skills of conducting an exhibition.
- The teachers will be able to judge the knowledge gained by students.

**Course Outcomes (COs):** After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes:

- Demonstrate the conceptual clarity about the subject studied.
- Overcome the inhibitions while answering the questions.
- To enable the students to create animations and organize or participate in contests, art exhibitions, etc.

## Paper VI

### AMFA-206

#### Exhibition & Viva

Exhibition & Viva: Creating original artwork, animations and participating in/organizing online and offline exhibition.





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AMFA-207	Major Research Project on Web & Mobile Gaming	0	0	0	4	0	0	0	60	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The students will be able to:

- To familiarize the students with development of concept in web and mobile gaming.
- To acquaint the students the various techniques and styles of creating original and new games.

**Course Outcomes (COs):** The student should be able to:

To enable the students to analyse the techniques and styles of gaming development in order to create their individual ideas.

### Paper VII

#### AMFA-207

#### Major Research Project on Web & Mobile Gaming

Major Research Project on Web & Mobile Gaming: Major Research about developing an original Web & Mobile Game design.

The objectives of the course are to:

- Check the ability of students in terms of their writing regarding Animation.
- Identify the problems of students in developing their writing skills regarding Animation.
- Gather the opinion of the teachers on their students' performance regarding Animation.
- Improve the writing skills of students by suggesting some remedial measures regarding Animation.