

DNMADE

*Animation* specialisation

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Field of study

**3D ANIMATION**

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**Foreword** The Diplôme National des Métiers d'Arts et du Design is a 3-year, full-time course. The holder of the DNMA De Animation is a professional in the animated film and documentary sectors. The Animation specialisation offers 2 different fields of study:- 3D animated film- 2D animated film.

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**3D ANIMATION  
FILM field of  
study**

Number of students: 15

The overall aim of this field of study is to develop students' skills as designer-authors capable of designing a personal, coherent film with clear intentions.

To achieve this level of skill, the course emphasises the fundamentals inherent in the École Estienne: intensive practice drawing and graphic and plastic expression, as well as writing workshops to help formulate film scripts as accurately as possible, and all the other disciplines that support and enrich the course.

The attitudes we want to develop in students are :

- a taste for working with images, computers and an interest in volume and 3D software;
- an open and creative mind, geared experimentation and group work;
- curiosity about diverse fields of knowledge rooted in the contemporary world, and a desire to bring a unique and committed perspective to bear.

During the , students will acquire various associated skills:

- study of the screenplay (writing, logical structure, narrative progression, choice of point of view, editing and temporality);
- mastery of means of representation and expressiveness when working on the Bible and visual research; mastery of the vocabulary and specific means (model sheet and storyboard) for designing an animated film;
- the development of a general and specific cultural base for the cinema, enabling the appropriation and critical understanding of

knowledge ;

- knowledge of digital tools for making animated films;
- carrying a creative process, alone or as part of a team, fictitious or in partnership;

Career opportunities

Further study

- Students go on to the animation schools of their choice to deepen their knowledge (Gobelins Annecy and Paris, Ensad, ATI, Esma, Emca, etc.).
- Students can go on to do a DSAA or Master's in Design.

Professional field

- Students join an agency and work on animation projects (feature-length and short films, series, commercials, etc.) in the design department (storyboard, character design) or the production department (modelling, animation, skinning, rigging, set design, matte painting, compositing, special effects, etc.).

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# **THIRD YEAR (S5-S6)**

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Field of study  
**3D ANIMATION**

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Overview of the third year

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**specialisation ANIMATION**

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**field of study 3D ANIMATED FILM**

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**teaching field UE 17 / UE 21 GENERIC LESSONS**

**teaching component EC 17.1 / EC 21.1 HUMANITIES**

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**teaching objectives**

S5

- Directing the research and writing of the undergraduate dissertation, supporting the student's personal strategy
- Developing singularity and critical thinking skills
- written and oral expression and communication

S6

- Supporting reflection and conceptualisation around the professional project and other projects during the semester
- Developing singularity and critical thinking skills
- Harmonising written and oral expression

**targeted skills**

S5

- Ability to organise and conduct university research
- Master the methods of analysis, reflection, documented research and the use a specific vocabulary
- The ability to conceptualise, summarise and write
- Expressing yourself: communicating and arguing a project. S6

S6

- Ability to organise and conduct research
- Master the methods of analysis, reflection, documented research and the use a specific vocabulary
- The ability to conceptualise, summarise and write
- Expressing yourself: communicating and arguing a project.

**training methods  
(teaching methods and  
resources used)**

S5

- From conceptualisation of a creative universe, documentation, to writing and presentation
- Support and guidance on road to autonomy: from project development to presentation
- and targeted interviews
- autonomy in documentary research
- Educational outings and conferences

S6

- From the conceptualisation of a creative universe to documentation
- Support and guidance on road to autonomy: from project development to presentation
- autonomy in documentary research
- Educational outings and conferences

**assessment  
procedures**

- Continuous assessment

- Assessment in defence

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**specialisation ANIMATION**


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**field of study 3D ANIMATED FILM**


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**teaching field** UE 17 / UE 21 GENERIC LESSONS

**teaching component** **EC 17.2 / EC 21.2 ARTS, DESIGN AND CULTURE TECHNIQUES**


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**teaching objectives**

S5

- Analyse and understand the film themes covered throughout the year, both diachronically and synchronically
- Supporting reflection and conceptualisation career plans
- Harmonising written and oral expression and communication

S6

- Supporting reflection and conceptualisation around the professional project and other projects during the semester
- Developing singularity and critical thinking skills
- Harmonising written and oral expression

**targeted skills**

S5

- How to construct a film analysis
- Mastering methods of analysis, reflection, research and the use a specific vocabulary
- Ability to work independently, plan and manage projects
- Expressing yourself: communicating and arguing a project.

S6

- Ability to organise and conduct research
- Mastering methods of analysis, reflection, research and the use a specific vocabulary
- Ability to work independently, plan and manage projects
- Expressing yourself: communicating and arguing a project.

**training methods  
(teaching methods and  
resources used)**

- From conceptualisation of a creative universe, documentation (to writing and presentation for S5)
- Support and guidance on road to autonomy: project development to presentation
- and targeted interviews
- autonomy in documentary research
- Educational outings and conferences

**assessment  
procedures**

- Continuous assessment
- Assessment in defence

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**specialisation ANIMATION**

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**field of study 3D ANIMATED FILM**

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**teaching field** UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component  
COMMUNICATION** **EC 18.1 / EC 22.1 TOOLS FOR EXPRESSION AND  
CREATIVE EXPLORATION**

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**teaching objectives**

S5

- deepening of a graphic and plastic culture to serve the pre-production of the project
- Creation visual and conceptual universes that are coherent with the project's purpose
- Implementing the tools and developing the methods chosen for designing and carrying out the project

S6

- Further development of image sequencing with a view to producing a colourboard
- A deeper understanding of graphic, plastic and technical combinations

**targeted skills**

S5

- Mastering specific tools creating visual worlds, layouts, sets and character design
- Mastering the plasticity specific to the different stages a project

S6

- Mastering the progressive stages of research and their validation
- Develop a personal writing style in line with the project

**training methods  
(teaching methods and  
resources used)**

- In form of workshops enabling implementation of protocols specific to each project
- individual monitoring / design management and overall coherence
- Pooling of ideas / presentation of design and production stages
- Pooling fields of expertise
- interdisciplinary dialogue and collaboration

**assessment  
procedures**

- Continuous assessment
- Several assessments over the course of the semester / depending on the design and implementation stages of the project



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**specialisation ANIMATION**

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**field of study 3D ANIMATED FILM**

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**teaching field** UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.2 / EC 22.2 TECHNOLOGIES AND MATERIALS**

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**teaching objectives**

S5

- a deeper understanding of the plastic, technical and to build the aesthetic universe of the project

S6

- Conducting research protocols relating colour, character design, décor and lighting
- Opening up experiments to other fields knowledge and other practices

**target skills**

- Knowing how to question and discriminate between the technical results used in research protocols
- Ability to work independently and as part of a team
- know how to argue a point and an approach

**training methods  
(teaching methods and  
resources used)**

- In form of workshops enabling the protocols to be implemented specific to each project
- individual monitoring / design management and overall coherence
- Pooling of ideas / presentation of the design stages and production
- Pooling fields of expertise

**assessment procedures**

- Continuous assessment
- Several assessments over the course of the semester / depending on the design and implementation stages of the project

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**teaching field** UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.3 / EC 22.3 TOOLS AND LANGUAGES  
DIGITAL**

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**teaching objectives**

s5

3D body mechanic exercises :

- understanding how the human body moves
- how to simulate body weight S6

3D acting exercises following phrase and expressive postures:

- how to convey emotion through acting
- understanding facial mobility
- implementing lipsync

**targeted skills**

s5

- Mastering simulation
- understanding weight principles
- Mastering global animation / principles of animation

S6

- Ability to make people believe in an emotion
- Mastery of work methodology (research, stating intentions, blocking, splines, etc.)
- Mastery global animation / principles of animation

**training methods  
(teaching methods and  
resources used)**

- work exercise theme on the principles of facilitation
- pooling acquisitions within a theme
- individual follow-up

**assessment methods**

continuous assessment

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**teaching field** UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.4 / EC 22.4 MODERN LANGUAGES - ENGLISH**

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**teaching objectives**

- Consolidation of oral and written comprehension and expression strategies in line with the student's personal project.
- Developing an argument for a creative approach.
- Writing an abstract.

**target skills**

- The target level is B2 of the Common European Framework of Reference for Languages in language skills (listening, reading, speaking and writing).

**training methods  
(teaching methods and  
resources used)**

- The teaching of English is based on authentic audio/visual and written resources, the section's teaching projects and work done in other subjects, and takes account of current events, particularly cultural events.

- Continuous assessment of language skills.

**assessment procedures**

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**teaching field** UE 18 / UE 22 CROSS-DISCIPLINARY TEACHING**teaching component** **EC 18.5 / E 22.5 ECONOMIC AND SOCIAL CONTEXTS  
LEGAL**

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**teaching objectives**

- The third year is designed to help students define their career plans. Students are invited to consider one of the ways in which the profession is practised: entrepreneurship. Many art and design professionals are self-employed, sometimes on a regular basis. The aim of this course is therefore to prepare them for setting up their own business. The final semester is devoted exclusively to monitoring the project, in conjunction with the specialist teachers. In this way, students are expected to understand the project in its entirety, as they would in a professional context.

**target skills**

- Find your bearings and understand the economic and legal environment of the organisation in which you work his professional activity ;
- Identify and apply legal, organisational and management skills in the context of a project. project, an assignment and, more broadly, a ;
- Adapting your communication skills to deal with customers organisation partners ;
- Understand entrepreneurial posture and actions required to running a very small business.

**training methods  
(teaching methods and  
resources used)**

- Group and/or individual work
- Individualised monitoring of students' progress, both on their own and within the group
- Continuous assessment

**assessment procedures**

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**teaching field** UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.1 / EC 23.1 TECHNIQUES AND SKILLS**

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**teaching objectives**

S5

- an animated film project
- an in-depth look at the pre-production, production and post-production stages
- developing the organisation of the creative process over the long term
- Implementation and validation of design stages S6
- More in-depth collaborative work specialists in the various animation professions
- Collaborative work with musicians and other partners
- deepening identity and personality of the project

**targeted skills**

S5

- Mastery of 2D design tools
- Mastering the stages involved in making an animated film S6
- Ability to bounce back to improve and develop the project
- Management of completion schedules and programme objectives
- Mastery of image communication

**training methods  
(teaching methods and  
resources used)**

- Group and/or individual work
- Individualised monitoring of students' progress, both on their own and within the group

**assessment methods**

Assessment is carried out individually and as a class. at one-off appointments during the 2 semesters

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**teaching field** UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.1 / EC 23.1 TECHNIQUES AND KNOW-HOW / LABO SON**

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**teaching objectives**

- Sound image writing.
- From sound recording to mixing, mastery of the sound chain and aesthetic questioning.

**targeted skills**

S5

- in-depth technical knowledge of the sound production chain applied to images: sound , editing, dubbing, mixing.
- Mastering the recording and production sound effects for film.

S6

- Ability to mix edited sounds.
- Further study and reflection on the balance of sounds: sound effects, voice, music.
- Mastery of the dramaturgy of sound: aesthetic and musical choices to guide the use of sound techniques.

**training methods  
(teaching methods and  
resources used)**

- Individual or group follow-up depending on the stages and partnerships involved
- monitoring the sound post-production work applied to the project
- assistance with aesthetic choices right through to the final mix of the project.

**assessment methods**

Assessment is carried out individually and as a class.

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**specialisation ANIMATION**


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**field of study 3D ANIMATED FILM**


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**teaching field** UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS

**teaching component** **EC 19.2 / EC 23.2 PRACTICE AND IMPLEMENTATION OF THE PROJECT**


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**teaching objectives**

S5

- In-depth study of the various fields of 3D with the aim of serving and helping to carry out the 3D projects in S6:

- Learning how to model objects and characters

- Learning about texturing

- Learning character rigging

- Learning materials, lighting and rendering parameters

- In-depth study of the various areas of pre-production 2D modelling with the aim of serving and helping to carry out S6 3D projects.

S6

- Mastery of the various fields of 3D to enable the implementation of the diploma project

- Learning project management / production planning

**targeted skills**

S5

- Acquire and master a second tool master the overall logic of 3D.

- Master character modelling in order to produce the characters for the diploma project

- Mastering texturing to produce the text for the diploma project

- Master character rigging in order to create the character for the diploma project

S6

- Mastering the production animatics / Layout in order complete the diploma project

- Master the creation of character and object animations in order to complete the diploma project.

- Mastering the use of materials, lighting and rendering to achieve the objectives of the diploma project

- Master post-production in order to complete the diploma project

- Mastering project management and production planning in order to complete the diploma project on time

**training methods  
(teaching methods and  
resources used)**

- Courses and tutorials in pdf format

- Networked demonstrations of the software, allowing students to manipulate the software simultaneously

- Individualised monitoring of students' progress, both on their own and within the group

**assessment  
procedures**

- Character modelling and rigging exercise
  - Technical supervision of a team project an animated short film as part of an inter-school competition
  - Technical supervision of the diploma project
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- Evaluation of image / animation / video / 3D files produced



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**teaching field** UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.3 / EC 23.3 COMMUNICATION AND MEDIATION OF THE PROJECT**

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**teaching objectives**

S5 - WORK ON THE DISSERTATION

- improve documentation research methodology
  - identify and analyse the issues involved in problematising film-related questions
  - know how to link them on a semantic and reflexive level the corpus of documents analysed
  - questioning the formatting of the final document
- S6 - COMMUNICATING THE PROJECT
- question the film's visual and aesthetic issues
  - highlight the identity and specific nature of the project

**targeted skills**

S5 - WORKING ON THE DISSERTATION

- ability to diverge in semantic propositions and articulations
  - mastery of the formatting of the editorial object in relation to the content of the undergraduate dissertation
- S6
- the ability to link the different parts of the project for communication purposes
  - mastery autonomy in presenting the specifics of the 3D project

**training methods  
(teaching methods and  
resources used)**

- individual follow-up / project management
- pooling / presentation of design and production stages
- pooling fields of expertise
- interdisciplinary dialogue and collaboration

**assessment methods**

continuous assessment

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**specialisation ANIMATION**

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**field of study 3D ANIMATED FILM**

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**teaching field** UE 19 / UE 23 PRACTICAL TEACHING AND PROFESSIONALS**teaching component** **EC 19.4 / EC 23.4 RESEARCH APPROACH IN LINK WITH THE PROJECT APPROACH**

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**teaching objectives**

S5

- deepen the methodology specific to the construction of a project in animation
- identify and analyse the issues involved in an event project,
- know how to link them on a semantic and reflexive level and question them in relation to a specific practice in one of the fields of animation

S6

- mastering the balance between issues and practice
- identify and discuss technical issues with specialist production and post-production staff

**targeted skills**

S5

- discernment of the objectives to be achieved in relation to the specific activity project
- the ability to diverge in creative research proposals
- the ability to question and remedy ideas as the project develops

S6

- the ability to use the professional skills acquired to a unique animated film
- mastery of the autonomous production stages of a 3D animation film and mixed techniques

**training methods  
(teaching methods and  
resources used)**

- individual follow-up / project management
- Pooling of ideas / presentation of design and production stages
- Pooling fields of expertise
- interdisciplinary dialogue and collaboration

**assessment methods**

Continuous assessment

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**specialisation ANIMATION**

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**field of study 3D ANIMATED FILM**

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**teaching field** UE 20 /24 PROFESSIONALISATION**teaching component** **EC 20 / EC 24 FIELD OF STUDY  
PROFESSIONALISATION AND FURTHER STUDY**

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**teaching objectives**

- Introduction to the professional world through meetings, presentations and exchanges with guest speakers.
- Creation of a portfolio and demo tape for further study and possible work placements.
- Discover the collective agreement for animated films
- Introduction the 2D animation pipeline and 2D short film project
- Introduction to compiling applications for producers and CNC-type bodies

**target skills**

- Empowering students to develop their career plans
- Ability to integrate into an animation company
- Clear knowledge of the professional environment

**training methods  
(teaching methods and  
resources used)**

- Presentations by professionals on a variety of subjects
- Individualised monitoring of students and their plans further study
- Job simulation exercise

**assessment methods** Continuous assessment

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# DNMADE GENERAL SKILLS CATALOGUE

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## **C1 Use digital reference tools**

- Use the reference digital tools and IT security rules to acquire, process, produce and distribute information and to collaborate internally and externally.

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## **C2 Express oneself and communicate orally and in writing in at least one foreign language.**

- Use the different registers of written and spoken French with ease.
- Communicate clearly and unambiguously, orally and in writing, in at least one modern foreign language.

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## **C3 Positioning relation to a professional field [competence assessed by the undergraduate dissertation jury in S5].**

- Identify resources and apply research tools and methods specific to the professional field in question
- Experiment with creative tools and plastic and conceptual research to structure the stages of a project and their interactions
- Characterise and promote your identity, skills and career plan.

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## **C4 Use data analysis purposes**

- Identify, select and analyse critically a variety of resources in their specialist field
- Gathering resources to document a subject and synthesising this data with a view to using it.
- Analyse and summarise data with a view to their use
- Developing a critical argument

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## **C5 Act as a professional in the field of [the relevant specialisation].**

- Situate your role and mission within an organisation so that can adapt and take the initiative
- Respect the principles of ethics, professional conduct and environmental responsibility
- Identify and situate the professional fields potentially related to the knowledge acquired in the specialisation as well as the possible fields of study for accessing them.
- Take account of the economic environment professional activity and understand entrepreneurial approaches.

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## **C6 Carry out professional monitoring activities in design and craft trades**

- Identify the challenges facing the sector and its professions in the light of current developments and prospects, as part of a forward-looking approach.
- Find out about workshop practices and emerging productions, whether or not they combine digital technology and CAD/CAM.

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## **C7 Use different information and communication techniques in design and craftwork**

- Develop your own mediation and communication resources, methods and tools
- Ensuring that knowledge and skills are in line with changes and needs in the business.

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## **C8 Cooperating and working as part of a team**

- Maintaining links and dialogue within the teams, with project partners and associated experts
- Sharing knowledge a team and a network of multidisciplinary professionals
- To take responsibility for the project, taking into account the tools and methods of design, creation and production.

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## **C9 Develop a personal strategy for the entertainment professions**

- Demonstrate personal writing and experimental practice: the plastic, sensory, graphic, volumetric, technological, structural and meaningful dimensions of the moving image.
- Formalise your experience and make it visible to enhance your personal identity:

- in the design and management of audiovisual animation projects
- in project management and the production of an animation product
- Evaluating and challenging yourself to learn:
  - Mastery of the tools, protocols and techniques of moving image and animated film
  - Developing a professional culture in animation (film, photography, literature, video games, etc.)

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#### **C10 Develop and implement creative and research tools related animation**

- Define a collaborative approach with all the players involved: director, scriptwriter, author, set designer, composer, graphic designer, modeller, technician, producer, web designer, video game designer, technical directors, broadcasters, etc.
- Proposing creative and forward-looking ideas in the field of animation.
- Experiment with different fields (hypothesis, taking into account the formal aspect (plastic, sensory, volumetric, technological, cinematographic), the structural aspect (animation, visual and sound rhythms, movements and trajectories) and the meaning (semantic and meaningful dimension)).
- Check the technical and economic feasibility of producing the animation project, based on the initial request, and order.
- Ensuring that deadlines are met and that technical and artistic controls are carried out in accordance with the rules of the trade.
- Research visual writing, visual and cinematographic universes, and argue for creative choices using appropriate 2D and/or 3D and/or video and/or interactive media.
- Use innovative or traditional materials, techniques and technologies in the design and production of all or part of an animation project (synopsis, script, storyboard, characters, sets, space, lighting, sound, graphic style, cinematographic writing, staging, graphic bibles).

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#### **C11 Design, manage and supervise an animation-related production [skill assessed by the diploma project jury in S6].**

- Understand the characteristic elements of an animation project through models and samples, taking into account the production and manufacturing stages.
  - Prototype or produce all or part of the project using digital CAD and DTP tools
  - Establish principles for the development of the animation according to explicit criteria.
  - Demonstrate that the animation is in line with the initial request, and its general economy.
  - To plan and manage the various stages of a project right through to delivery and approval, taking into account the environment in which the animation project is produced.
  - Encourage dialogue within the teams and with the project partners and experts: associate directors, scriptwriters, authors, set designers, composers, graphic designers, modellers, technicians, producers, web designers, video game designers, technical directors, broadcasters, etc.
-