

KNB100 Introduction to Animation Studies

To view more information for this unit, select Unit Outline from the list below. Please note the teaching period for which the Unit Outline is relevant.

Unit Outline: Semester 1 2026, Kelvin Grove, Internal

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Unit code:	KNB100
Credit points:	12
Equivalent:	KNB125
Coordinator:	Rewa Wright rewa.wright@qut.edu.au

Overview

As an evolving art form, animation engages both critical and historical practices in an ongoing creative, technical and narrative development. This unit will examine the key critical, historical and cultural contexts, including Indigenous perspectives that underpin contemporary animation. Starting at the early 20th century and finishing with the present day, this unit nurtures critical thinking through an investigation of the unique conditions that gave rise to important pioneering and innovative currents that distinguish contemporary animation as a genre. Students will have the opportunity to: explore important theories of colour, motion, and form; trace the journey of animation from historical to contemporary contexts; understand creative and technical methods and their applied contexts; develop a critical awareness of the techniques and methods underpinning modern animation; and, gain foundational knowledge that will inform student's individual animation practice.

Learning Outcomes

On successful completion of this unit you will be able to:

1. Discuss animation forms, styles and practices in relation to the historical, industrial or cultural contexts in which they have developed.
2. Demonstrate an understanding of fundamental principles, practices, techniques and concepts underpinning the practice of animated motion.
3. Demonstrate respect for cultural and social difference in the analysis of diverse animated forms.

Content

Through foregrounding the historical, cultural and critical context of animation, this unit introduces core practices and their evolution, including:

- Key histories and theories outlining animation and the thinking that governs its development and emergence into a dominant art.
- Observation, shape and movement analysis.
- Animation principles for the construction and projection of the illusion of basic movements and actions.
- Development of individual animation styles and aesthetics.
- Understanding of cultural influences in animation.

Learning Approaches

Learning is facilitated through lectures, video content, readings and tutorials with activities designed to incrementally build a comprehensive understanding of the critical and historical contexts of contemporary Animation.

Please be advised that this unit may include the presentation and scholarly analysis of material and subject matters that may be considered confronting, such as certain representations of race, class, gender and violence. QUT [counselling support](#) is available should you feel the need to avail yourself of these services.

Feedback on Learning and Assessment

Feedback in this unit is provided to you in the following ways:

- formative feedback on your progress in this unit during tutorials;
- summative feedback emanating from assessed work;
- discussions and commentary throughout the semester in addition to criteria sheets for grading.

Assessment

Overview

This unit will pedagogically foster a clear connection between theory and practice. Summative learning underpins the three assessments, consisting of individual projects reflecting student's developing knowledge in animation history and theory, with an emphasis on how critical frameworks can be applied to animation practice. Formative feedback at each milestone will be given individually and as a group in tutorials, and to the cohort during lectures.

Unit Grading Scheme

7- point scale

Assessment Tasks

Assessment: Case Study

Short case study analysis of an historical and/or cultural context in early 20th century animation.

This assignment is eligible for the 48-hour late submission period and assignment extensions.

Weight: 30

Length: 800 -1200 words

Individual/Group: Individual

Due (indicative): Week 4

Related Unit learning outcomes: [1](#), [2](#), [3](#)

Assessment: Research Presentation with a Group

Collaborate with others to examine representations of environments and ecology in animation and historical, cultural or industrial contexts that gave rise to them.

Weight: 20

Length: 5 minutes

Individual/Group: Group

Due (indicative): Week 7

Related Unit learning outcomes: [1](#), [2](#), [3](#)

Assessment: Research Essay

Through an in depth exploration of the fundamental ideas and methods that underpin modern animation for screen, this essay provides an opportunity to examine the common theories that are applied to the design, technical execution and narrative prowess of contemporary animated stories.

This assignment is eligible for the 48-hour late submission period and assignment extensions.

Weight: 50

Length: 1500 words

Individual/Group: Individual

Due (indicative): Week 13

Related Unit learning outcomes: [1](#), [2](#), [3](#)

Academic Integrity

Academic integrity is a commitment to undertaking academic work and assessment in a manner that is ethical, fair, honest, respectful and accountable.

The [Academic Integrity Policy](#) sets out the range of conduct that can be a failure to maintain the standards of academic integrity. This includes, cheating in exams, plagiarism, self-plagiarism, collusion and contract cheating. It also includes providing fraudulent or altered documentation in support of an academic concession application, for example an assignment extension or a deferred exam.

You are encouraged to make use of QUT's learning support services, resources and tools to assure the academic integrity of your assessment. This includes the use of text matching software that may be available to assist with self-assessing your academic integrity as part of the assessment submission process.

Breaching QUT's [Academic Integrity Policy](#) or engaging in conduct that may defeat or compromise the purpose of assessment can lead to a finding of student misconduct ([Code of Conduct – Student](#)) and result in the imposition of penalties under the [Management of Student Misconduct Policy](#), ranging from a grade reduction to exclusion from QUT.

Requirements to Study

Requirements

All students are requested to visit and review the Health and Safety information on the [HiQ web pages](#) ([CIESJ Tier 1 HSE requirement](#)).

Resources

Refer to the unit's Canvas Learning Resources for links to additional learning materials.

24-hour labs are accessible - on campus – during term time.

Texts include, but are not limited to:

Resource Materials

Prescribed text(s)

Wells, Paul, and Johnny. Hardstaff. 2008. *Re-Imagining Animation : the Changing Face of the Moving Image*. Worthing: AVA Academia.

Wells, Paul. 1998. *Understanding Animation*. London, Routledge.

Recommended text(s)

Cavalier, S. (2011). *The World History of Animation*. Berkeley, CA: University of California Press.

Holt, N. (2019). *The Queens of Animation: The Untold Story of the Women Who Transformed the World of Disney and Made Cinematic History*. Little, Brown.

Lamarre, T. (2009). *The anime machine: A media theory of animation*. U of Minnesota Press.

Thomas, F., & Johnston, O. (1981). *Disney animation: The illusion of life*. Los Angeles, CA: Disney Editions.

Wells, Paul. 2002. *Animation : Genre and Authorship*. London: Wallflower.

Williams, R. (2012). *The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators*. Macmillan.