

ANIMATION CINEMATOGRAPHY

TEACHERS

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DEFINITION

The animation department of La Cambre furnishes a thorough artistic higher education which results in the development of artistic and personal sense in students while practicing specific techniques of animation. The realisation of short animated films using basic cinema techniques image by image paper drawings, paper/cutout elements, puppets, animated objects, modeling clay, sand, pixilation.

GOALS AND MEANS

Animated cinematography exists since 40 years at the heart of the National Superior School of Visual Arts of the Cambre, with an international renown that is undisputed. Today, with technological evolution, this formation looks to find new routes. The formation that will be developed during the next few years will follow that which the studio has advised during the past years, that is to say a formation based on traditional animation techniques, drawings on paper, cutout elements, animated objects, modeling, puppets, pixilation.

In the future, new information technologies will have much more importance in the formative goals of different aspects of creation in the domain of animation cinema. However, more traditional techniques will be preserved.

The studio's teachers are willing to take any steps to raise the creative level, in a constant questioning, a confrontation of ideas, in order to enlarge the field of artistic reflection and to develop critical spirit.

The teaching in the studio is based on differentiated pedagogy and a pedagogical project :

It is by the realisation of a project that the student builds himself. The base for this pedagogy is not communication between teacher/student, but the community work, the collective creation put in place by all the studio teachers a pedagogy of cooperation and communication.

To motivate the student, to propose to him a creative program to discover or rebuild. The teacher's role consists in analysing the problems linked to the learning, and to find a solution in project management in order to better realise fixed goals.

To confront the project and finished object, its conception and realisation.

The student must be active, he appropriates his knowledge and savoir-faire in building on them in the realisation of his projects. More than an awaited short-term production in the form of performances, these are long-term apprenticeships of competence, aimed for by a "Pedagogy project". The student must satisfy the demands of project realisation. Notably in respecting the consign (formal as much as conceptual), as well as deadlines. The student must create, direct an action, a goal, a short project, medium, and long-term.

A differentiated pedagogy:

The heterogeneity of students, on the level of their knowledge and especially of their imagination, requires in education, particularly in artistic education, a differentiated pedagogy. Each student is a personality who merits a particular attention and orientation. The pedagogy should result in helping the student to build himself through his own knowledge, to his own style.

To propose means which allow one to learn *how* to learn, rather than to deal out a readymade truth.