

### MODULE SPECIFICATION FORM

Module Title: <b>Specialist Study (Animation, Visual Effects and Game Art)</b>	Level: <b>5</b>	Credit Value: <b>40</b>
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Module code: (if known) <b>ARD515</b>	Cost Centre: <b>GADC</b>	JACS3 code: <b>W212</b>
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Trimester(s) in which to be offered: <b>2</b>	With effect from: <b>September 2015</b>
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<b>Office use only:</b> To be completed by AQSU:	Date approved: <b>August 2015</b> Date revised: Version no: <b>1</b>
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Existing/New: <b>New</b>	Title of module being replaced (if any): <b>Design Directions</b>
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Originating Academic School: <b>Media, Arts and Design</b>	Module Leader: <b>Marisse Mari</b>
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Module duration (total hours): Scheduled learning & teaching hours Independent study hours	<b>400</b> <b>100</b> <b>300</b>	Status: core/option (identify programme where appropriate):	<b>Core</b>
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Programme(s) in which to be offered: BA (Hons) Design: Animation, Visual Effects and Game Art/MDes: Animation, Visual Effects and Game Art	Pre-requisites per programme (between levels):	<b>N/A</b>
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#### Module Aims:

- To provide an appreciation of the broader directions within which creative practice can take place.
- To provide opportunity to develop particular aspects of current research through advanced means of creative practice in animation, visual effects and/or game art.
- To develop an appreciation of the uncertainty, ambiguity and limits of knowledge.
- To develop the ability to manage their own learning and make use of original materials and critical reflection appropriate to the direction of study.
- To enable the production of a sustained piece of work in preparation for negotiated studies at level 6.

**Intended Learning Outcomes:**

At the end of this module, students will be able to:

1. Explore the broader directions in which their design practice can take place. (KS1, KS2, KS3, KS4, KS5, KS6, KS9)
2. Develop personal research and extend their creative practice within selected areas of animation, visual effects and/or game art. (KS1, KS3, KS6)
3. Critically evaluate issues, assumptions, abstract concepts and make judgements in identifying and solving problems. (KS1, KS2, KS3, KS6)
4. Exercise personal responsibility and decision-making and extend theoretical and practical understanding in a chosen direction of animation, visual effects and/or game art. (KS3, KS4, KS5, KS6, KS7, KS8, KS9)
5. Produce a sustained piece of work in preparation for study at level 6. (KS1, KS2, KS4, KS5, KS8, KS9)

**Key skills for employability**

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

**Assessment:**

Students will produce a body of work dependent on the direction of study within their programme area. Assessment will be based on competence in research methodology, analysis of design problems, expression of ideas and concepts, effectiveness of communication, choice of appropriate media and techniques, production process and presentation skills.

Assignments will be presented in an appropriate format for group analysis. Students will keep technical/production files and a reflective journal that evidences their research, investigation of ideas and a self-critical evaluation of their work. Attendance and contributions to seminars and critiques will also be taken into consideration when assessing students' performance and learning in this module.

Formative assessments through group critiques will take place in stages through the semester. Individual summative assessments will take place at the end of the module.

In assessing the learning outcomes, a variety of factors will be taken into account, these include:-

- Research and design development.
- Conceptualisation of ideas.
- Critical analysis and communication of design solutions.
- Appropriate use of media and techniques.
- Manage their own workloads and meet deadlines.
- Presentation and critical evaluation of finished work.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 – 5	Coursework	100%	N/A	N/A

### **Learning and Teaching Strategies:**

Key lectures by programme staff will analyse and explore different areas of design practice. Themed seminars, (in conjunction with Contextual Studies 2), will consider social, ethical and cultural issues within current practice that will encourage group debate.

Students will develop personal research for their work and explore design solutions in a variety of directions using appropriate media and methods. Emphasis will be placed on research and analysis from critical and contextual viewpoints. Tutorial support and guidance will be provided on a regular basis to allow negotiation and monitoring through design and production of work.

Students will select the subject matter and determine the approach and structure of their concepts and design practice appropriate to their direction of study. They will consider the relationship between target audience/viewer and what is being communicated.

Practical studio work will involve design and production of assignments within their chosen area of study. Students will make formal presentations of their work to their tutors and peer group for critical analysis. This will be completed in stages at specified points during the design and production of assignments.

### **Syllabus outline:**

This module enables students to consolidate their existing skills and develop work in their design discipline. They will acquire new competences in design methodology and creative practice through specialist study. It aims to extend the student's theoretical knowledge and technical experience in areas that can facilitate and enrich their design direction. It also aims to extend and complement other theoretical and practical work at this level and enables students to produce sustained pieces of work in preparation for their negotiated studies at level 6.

Consideration of social, ethical and cultural issues within current practice will form part of investigation and exploration. Students will initiate, develop and realise distinctive and creative work within animation, visual effects and/or game art.

Students will have greater responsibility for the direction of their work and the opportunity to develop their choice of media in the interpretation of finished work.

### **Indicative Content:**

The production of an animated film, advanced VFX production and post-production, or game art that considers function, ethics and audience perception, demonstration of individual interpretation, style and technique, appropriate use of sound, advancing skills in areas such as conceptualisation, modelling, rigging, texture mapping, lighting and animation, using 2D or 3D digital software (or both), opportunities for collaborative work.

### **Bibliography:**

#### **Essential reading:**

Wells, P. (2006), *The Fundamentals of Animation*, London: AVA Publishing.

Scott, J. (2003), *How to write for Animation*, Overtook Press.

Osipa, J. (2007), *Stop Staring: Facial Modelling and Animation Done Right*: John Wiley and Sons.

McKinley, M. (2005), *The Game Artist's Guide to Maya*: John Wiley and Sons.

McKinley, M. (2006), *The Game Animator's Guide to Maya*: John Wiley and Sons.

**Other indicative reading:**

Hart, J. (2007), *The Art of the Storyboard: A Film Maker's Introduction*: Focal Press.  
Furniss, M. (2008), *The Animation Bible! A Guide to Everything – from Flipbooks to Flash*, Laurence King Publishing.  
Cholodenko, A. (1991), *The Illusion of Life*, Power Publishing.  
Hooks, E. (2003), *Acting for Animators: A Complete Guide to Performance Animation*, Greenwood Press.  
Melissinos, C & O'Rourke, P. (2012), *The Art of Video Games: From Pac Man to Mass Effect*. Welcome Books New York.  
Cabrera, C. (2008), *An Essential Introduction to Maya Character Rigging*. Focal Press  
Lanier, L (2008), *Advanced Maya Texturing and Lighting*: John Wiley and Sons.  
Ahearn, L. (2009), *3D Game Textures: Create Professional Game Art Using Photoshop*: Focal Press.  
Best, K. (2007), *Design Management*, AVA Publishing.  
Tsai, F. (2009), *Extreme Worlds: The complete guide to drawing and painting sci-fi art*. Impact Books.  
Gurney, J. (2009), *Imaginative Realism: How to paint what doesn't exist*: Andrews McMeel

**Periodicals and Weblinks**

Skwigly online animation magazine – [www.skwigly.co.uk/](http://www.skwigly.co.uk/)  
Animation World Network at [www.awn.com](http://www.awn.com)  
VFX World magazine - [www.awn.com/vfxworld](http://www.awn.com/vfxworld)  
STASH <http://www.stashmedia.tv/>  
3D Artist– [www.3dartistonline.com/news/](http://www.3dartistonline.com/news/) for game art  
Gamasutra - <http://www.gamasutra.com/>  
Inspiration for CG Artists - <http://www.itsartmag.com/features/>  
Develop – <http://www.develop-online.net/>  
MCV – <http://www.mcvuk.com/>  
Movie Maker [www.dsrlmoviemaker.co.uk](http://www.dsrlmoviemaker.co.uk)  
Moving Image Source <http://www.movingimagesource.us/research/guide/type/23/>