

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	<b>Negotiated Study 2 (Game Art)</b>	<b>Level:</b>	6	<b>Credit Value:</b>	40
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<b>Module code:</b>	ARD612	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre(s):</b>	GADC	<b>JACS3 code:</b>	W212
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<b>With effect from:</b>	October 17
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<b>School:</b>	Creative Arts	<b>Module Leader:</b>	Steve Jarvis
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Scheduled learning and teaching hours	100 hrs
Guided independent study	300 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BA (Hons) Game Art	✓	<input type="checkbox"/>
MDes: Game Art	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

Office use only

Initial approval: December 16

APSC approval of modification: *Enter date of approval*

Version: 1

Have any derogations received SQC approval?

Yes  No  N/A ✓

If new module, remove previous module spec from directory?

Yes  No ✓

## Module Aims

- To enable students to effectively manage their time in achieving their objectives during studio and workshop practice.
- To produce a self-initiated body of work which confirms a critical understanding of advanced concepts and ideas.
- Consolidate and extend creative practice into new areas that demand advanced skills and inventive application of a range of abilities.
- To confirm the location of their practice within a theoretical and critical context, identify an intended audience and equate this to relevant and appropriate presentation skills.
- To develop communication skills and professional practice to a high level.
- To prepare students with a substantive body of work that can be showcased for exhibition and / or competition.

## Intended Learning Outcomes

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

1. Independently manage an extensive work programme, plan their time effectively and meet the requirements of deadlines.
2. Produce work that is informed by, and contextualised within, relevant theoretical issues and debates.
3. Develop substantive and detailed knowledge and understanding in game art relevant to their chosen career direction.
4. Develop and realise distinctive and creative work through to completed artwork and/or final production within game art.
5. Consolidate professional practice, communication skills, design and production processes with due regard the industry.
6. Produce work showing competence in final design and production methods, culminating in the presentation and showcasing of their work for exhibition or competition festivals.

## Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Independently manage an extensive work programme, plan their time effectively and meet the requirements of deadlines.	KS2	KS3
		KS6	KS9
2	Produce work that is informed by, and contextualised within, relevant theoretical issues and debates.	KS3	KS6
		KS9	
3	Develop substantive and detailed knowledge and understanding in game art, relevant to their chosen career direction.	KS5	KS6
		KS8	KS9
4	Develop and realise distinctive and creative work through to completed artwork and/or final production within game art.	KS1	KS4
		KS5	KS7
		KS8	KS9
5	Consolidate professional practice, communication skills, design and production processes with due regard to the industry.	KS1	KS3
		KS4	KS5
		KS7	KS8
6	Produce work showing competence in final design and production methods, culminating in the presentation and showcasing of their work for exhibition or competition festivals.	KS2	KS3
		KS7	KS8
		KS9	
Transferable skills and other attributes			
<p>Skills and attributes which may be developed, but are not necessarily assessed as part of the module include:</p> <ul style="list-style-type: none"> <li>• Written, oral and media communication skills</li> <li>• Leadership, team working and networking skills</li> <li>• Opportunity, creativity and problem solving skills</li> <li>• Information technology skills and digital literacy</li> <li>• Information management skills</li> <li>• Research skills</li> <li>• Intercultural and sustainability skills</li> <li>• Career management skills</li> <li>• Learning to learn (managing personal and professional development, self-management)</li> <li>• Numeracy</li> </ul>			

<b>Derogations</b>
None

**Assessment:**

After a written proposal, which builds upon their experience of Negotiated Study 1, has been discussed and agreed as viable, the student will agree a series of assessment criteria with the responsible tutor and progress to the design and production stages. Students will be continually monitored and advised on their progress; the tutor will advise on comprehensive relevant research. There will be tutorial contact to resolve conceptual, technical or practical difficulties and establish clearly defined objectives. Critical group discussion and formative assessment will take place during the module. The completed work will be summatively assessed at the end of trimester.

Students will be required to present reflective visual research journals, written and collected supporting research material and preparatory work which demonstrate considered conceptual and design development. A written commentary should provide evidence of critical analysis and the ability to identify areas for further development.

The student will be expected to have fulfilled the criteria agreed at the inception of the module and produce satisfactory final solutions, either in the form of finished artwork, design solutions or final show reels completed by the stated deadline. Written and / or oral evaluation of the project will be presented at the end of the module.

**Assessment Criteria:**

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

**Theoretical Knowledge:** Evidence of the ability to use and evaluate knowledge and to articulate a theoretical position through previous research and analysis.

**Conceptual Ability & Research:** Evidence of the ability to independently plan and produce a body of work through the various stages from inception to completion which comprehensively demonstrates their creative and conceptual ability.

**Design Development and Subject skills:** Apply creative thinking effectively to problem solving in specific vocational areas within their programme of study with due regard to the constraints of time, cost, commercial requirements and other considerations.

**Practical Skills/Use of Media & Techniques:** Expression through an advanced understanding of appropriate practices, processes and techniques. Evidence of an awareness, understanding and ownership of their subject and relationship to the industry.

**Professional Practice:** Evidence of the ability to show a progression in professional practice with regard to attitude, self-management and personal development. Students will show that they can work independently, set goals, manage workloads and meet deadlines, identify strengths and needs and respond positively to the judgements of others.

In addition to the above assessment criteria students are expected to further demonstrate professional levels of achievement and competence in aesthetic technical and presentation skills. Students will also be required to demonstrate self-reflective and evaluative practice throughout their final trimester. This will be evidenced by an evaluative statement written at the conclusion of the module and presented at assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All (1-6)	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:**

The ability to synthesise the various elements which make up the 'design process' and to respond appropriately and creatively is essential in preparing for life as a professional designer / creative practitioner outside the support of education. Students will in negotiation, plan, implement and bring to a conclusion, a body of work in their specialist area of game art. They will set their own aims and objectives and will prioritise their learning development according to their own aspirations. A clear and logical progression will be required throughout the negotiated study period. The quintessential theme to be communicated by the responsible tutors is that a negotiated study module celebrates the learner's achievements and learning during undergraduate study. Where it is relevant desirable and appropriate, students will be encouraged to undertake work experience, commissions or other external activities compatible with their established working process within the module structure.

This 40 credit Negotiated Study module may stand either as an individual body of work which has been developed from start through to conclusion, or as a clearly identified part of an ongoing project extending over two trimesters culminating in a major piece of work. This is more common, for example, in the creation of a playable level where the first negotiated study would include all research and design development, whilst the second negotiated study would involve the process of production through to post production.

This flexible structure enables a student to organise a relevant and individual programme of work that may include a client commission as well as individual development and research which ultimately leads to the presentation of a major piece of work for the final year end exhibition.

The activity during a negotiated study module will be determined by the participating student in liaison with their tutor and cannot be detailed herein, however, the module will include:

- A proposal of work based on suitable research that is frankly discussed, written and presented to a module leader.
- The student setting projects with achievable objectives within the time allowed and available resources.
- The development of an advanced visual awareness, a personal visual language and the expression of individual creative concerns.
- A period of consolidating skills and personal creativity employed in a programme of self-determined work, allowing the student to concentrate on a specialist area.
- Raising the student's awareness with regard to the current role of contemporary practice which may include live or simulated live briefs.
- An evaluation report which will be produced as the module nears completion.

Students will be encouraged to liaise with industry and may make industrial visits and / or undertake live briefs if they are appropriate and relevant.

**Bibliography:****Essential reading**

Keller, E. (2013), *Maya Visual Effects the Innovator's Guide*: Autodesk Official Press.  
Zimmerman, E. & Salen, K. (2003), *Rules of Play: Game Design Fundamentals*, The MIT Press.  
Mike De la Flor (2010), *Digital sculpting with Mudbox*, Focal Press

**Other indicative reading**

The student will take responsibility for collecting and assimilating information relevant to their specialist activity. Tutorial guidance will be offered in this process. An emphasis on the reading of contemporary publications and periodicals will be encouraged.

Williams, R. (2001). *The Animators Survival Toolkit*. Faber & Faber. London  
Ingrassia, M. (2009) *Maya for games modelling and texturing techniques with Maya and Mudbox*, Focal Press/Elsevier, Amsterdam; Boston.  
Lanier, L. (2007) *Maya professional tips and techniques*, Wiley Pub., Indianapolis, Ind.  
Watkins, A. (2012) *Getting started in 3D with Maya create a project from start to finish: model, texture, rig, animate, and render in Maya* Focal Press, Waltham, MA  
Derakhshani, D. (2013) *Introducing Autodesk Maya 2014*, John Wiley & Sons.  
Cabrera, C. (2008), *An Essential Introduction to Maya Character Rigging*. Focal Press  
Ahearn, L. (2009), *3D Game Textures: Create Professional Game Art Using Photoshop*: Focal Press.  
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.  
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

**Periodicals and Websites**

Creative Review, Centaur Communications.  
Computer Arts, Future Publishing  
Develop, Intent Media  
EDGE, Future Publishing  
<http://creativecrash.com>  
<http://www.cgsociety.org>  
<http://www.digitaltutors.com>  
<http://www.simplymaya.com>  
<http://www.autodesk.com/education/home>  
<http://www.3dartistonline.com/>