Module Code:	ARD444

Module Title:	Sketch to Sculpt

Level:	4	Credit Value:	20

Cost Centre(s):	GADC	JACS3 code: HECoS code:	I630 101019

Faculty:	Arts, Science and Technology	Module Leader:	Steve Jarvis

Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) / MDes Game Art	✓	☐
BA (Hons) / MDes Visual Effects	✓	☐

Pre-requisites
None

Module Aims
The aim of this module is to provide the student with the technical skills required to create 3D sculptures for games in the form of contextualised characters.

Intended Learning Outcomes
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	Demonstrate the manipulation and sculpture of a 3D model.	KS3	KS6
		KS4	KS10
		KS5	
2	Demonstrate technical skills and design techniques.	KS1	KS4
		KS2	KS5
		KS3	KS6
3	Deliver a creative portfolio of work. Starting with a sketch and ending with a 3D sculpture.	KS4	
		KS8	
		KS9	

Transferable skills and other attributes

- ability manage an independent workload
- contribute proactively to group critique
- communication skills
- understanding the requirements and capability of a 3D Sculpting programme
- note-taking; recording, referring and responding to information

Derogations
None.

Assessment:

Indicative Assessment Tasks:

Students will be required to produce coursework in response to set assignments that demonstrates the student's ability to, create, develop, and adapt 3D sculptures for Video Games, based on ideas, design and peer review.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Coursework	100%		

Learning and Teaching Strategies:

- Contextualised information for this module will be delivered as keynote lectures.
- Assignments presented to students will be designed to enable students to produce a body of work that demonstrates their ability in the production of a 3D Sculpture for the video game industry.
- Lectures, workshops and critiques will enable the student to appreciate the similarities, divergences and application of 3D Sculpting for different purposes.
- Tutorial guidance, group critique and student seminars will underpin of the skill development and understanding of the student.

Syllabus outline:

Key lectures will examine 3D Sculpting within the Game industry and character development. Students will be introduced to the methods used in the development of 3D Sculpting for the video game industry.

During the practical based sessions, students will focus on project planning and process of project discussion. Underpinning theory and concepts will be introduced in lectures and further reinforced through peer review and group critiques. Projects will be set to challenge the students to make use of technical equipment and produce work relevant to their chosen theme and style. Students will demonstrate practice in the practical manipulation of 3D models using sculpting software and techniques starting with a simple sketch.

Throughout the module, students will share work and will contribute constructively to feedback upon the work of their peers to form a community of practice. To complete this module, students will submit a portfolio of work which demonstrates the culmination of their project in response to set assignments. In addition to the body of work submitted for assessment, students will be expected to design, develop, and present a 3D scene. This 3D scene will be uploaded to their portfolio website (or industry related website) to aid in their career development.

Indicative Bibliography:
Essential reading
Keller, E. (2013), Maya Visual Effects the Innovator's Guide: Autodesk Official Press. Salen, K. & Zimmerman, E. (2003), Rules of Play: Game Design Fundamentals, The MIT Press. Mike De la Flor (2010), *Digital sculpting with Mudbox*, Focal Press
Other indicative reading
Ingrassia, M. (2009) Maya for games modelling and texturing techniques with Maya and Mudbox, Focal Press/Elsevier, Amsterdam; Boston. Derakhshani, D., 2015. *Introducing Autodesk Maya 2016*. [12th edition]. ed. SanFrancisco: John Wiley & Sons, Inc. 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 **Periodicals and Websites** Creative Review http://creativecrash.com http://www.cgsociety.org http://www.digitaltutors.com http://www.simplymaya.com http://www.autodesk.com/education/home