

MODULE SPECIFICATION PROFORMA

Module Title:	Specialist Study (Game Art)	Level:	5	Credit Value:	40
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Module code:	ARD523	Is this a new module? Yes	Code of module being replaced:	
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Cost Centre(s):	GADC	JACS3 code:	W212
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With effect from:	September 17
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School:	Creative Arts	Module Leader:	Steve Jarvis
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Scheduled learning and teaching hours	100 hrs
Guided independent study	300 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

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

Pre-requisites
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 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 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.
2. Develop personal research and extend their creative practice within game art.
3. Critically evaluate issues, assumptions, abstract concepts and make judgments in identifying and solving problems.
4. Exercise personal responsibility and decision-making and extend theoretical and practical understanding in game art.
5. Produce a sustained piece of work in preparation for study at level 6.

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

At the end of this module, students will be able to		Key Skills	
1	Explore the broader directions in which their design practice can take place.	KS1	KS2
		KS3	KS4
		KS5	KS6
2	Develop personal research and extend their creative practice within game art.	KS1	KS6
		KS3	

3	Critically evaluate issues, assumptions, abstract concepts and make judgments in identifying and solving problems.	KS1	KS2
		KS3	KS6
4	Exercise personal responsibility and decision-making and extend theoretical and practical understanding in game art.	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

Transferable skills and other attributes

Skills and attributes which may be developed, but are not necessarily assessed as part of the module include:

- Written, oral and media communication skills
- Leadership, team working and networking skills
- Opportunity, creativity and problem solving skills
- Information technology skills and digital literacy
- Information management skills
- Research skills
- Intercultural and sustainability skills
- Career management skills
- Learning to learn (managing personal and professional development, self-management)
- Numeracy

Derogations

None

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	All (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 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 Concept Art, Game Environment, Level Design, Level Creation or Character Sculpture that considers function, ethics and audience perception, demonstration of individual interpretation, style and technique, appropriate use of software, advancing skills in areas such as conceptualisation, modelling, rigging, texture mapping, lighting and, using 3D digital software, opportunities for collaborative work.

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

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.

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/>