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Refer to guidance notes for completion of each section of the specification.

Module Code:	ARD553
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Module Title:	Environment Creation 2
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Level:	5	Credit Value:	20
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Cost Centre(s):	GADC	JACS3 code:	I630
		HECoS code:	101019

Faculty	FAST	Module Leader:	Steve Jarvis
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Scheduled learning and teaching hours	25 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	25 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	50 hrs
Placement / work based learning	
Guided independent study	150 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (hons) Visual Effects	✓	<input type="checkbox"/>
MDes, Visual Effects	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	22/01/2020	Version no:1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

Module Aims

This module will introduce students to the Environment Modelling aspect of the VFX pipeline, providing them with the knowledge and skills required to design and build their own virtual environments.

Module Learning Outcomes - at the end of this module, students will be able to

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|---|--|
| 1 | Demonstrate the ability to produce textured environment models. |
| 2 | Demonstrate the design and creative process used to create Environment models. |
| 3 | Apply principles of colour, light, and composition to the design and development of a 3D scene |
| 4 | Deliver a portfolio of 3D models to a near professional standard. |

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	N/A
Ethical	N/A
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	A
Leadership and team working	N/A
Critical thinking	A
Emotional intelligence	I
Communication	I

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will be required to produce coursework in response to set assignments that demonstrate the student's ability to, create, develop, and adapt virtual environments for VFX, based on ideas, design and peer review.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Coursework	100

Learning and Teaching Strategies:

- Contextual 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 'Environment Models' for the movie industry.
- Lectures, workshops and critiques will enable the student to appreciate the similarities, divergences and application of creating custom geometry, terrain etc. with in-engine tools 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 environment modelling theories and best practices, within the movie industry. Students will be introduced to the methods used in the development of 3D models for the movie 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 gain insight and an understanding of how artwork should be prepared and presented to prospective employers.

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 for their portfolio websites, or other industry related websites.

Indicative 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.

Derakhshani, D. (2013) Introducing Autodesk Maya 2014, John Wiley & Sons.

Other indicative reading

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

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>

<https://www.unrealengine.com/en-US/what-is-unreal-engine-4>