

MODULE SPECIFICATION FORM

Module Title: Principles and Processes (Design)	Level: 4	Credit Value: 20
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Module code: ARD414 (if known)	Cost Centre: GADC	JACS3 code: W212
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Trimester(s) in which to be offered: 1	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: August 2015 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any): Design Practice
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Originating Academic School: Media, Arts and Design	Module Leader: Yvonne Eckersley
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Module duration (total hours): 200	Status: core/option (identify programme where appropriate): Core
Scheduled learning & teaching hours: 50	
Independent study hours: 150	

Programme(s) in which to be offered: BA (Hons) Design: Animation, Visual Effects and Game Art/BA (Hons) Design: Film and Photography/BA (Hons) Design: Graphic Design and Multimedia/BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing/MDes: Animation, Visual Effects and Game Art/MDes: Film and Photography/MDes: Graphic Design and Multimedia/MDes: Illustration, Graphic Novels and Children's Publishing	Pre-requisites per programme (between levels): N/A
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<p>Module Aims:</p> <ul style="list-style-type: none"> To enable students to explore theoretical and practical means of design in their chosen area of study. To introduce the skills required for communicating ideas and concepts within their chosen area of study. To provide a practical experience in the application of media that are integral to solving design problems within a chosen area of study. To enable an understanding of the students own creative process and practice through engagement in one or more production practices. To embed good practice in fundamental study skills and professional practice into the students working method and the studio environment.

Intended Learning Outcomes:

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

1. Explore and be confident in means of design practice.(KS3, KS4)
2. Demonstrate and evaluate methods of communication in the effectiveness of solutions to design problems. (KS2)
3. Appropriate and manipulate media techniques and terminology used in design practice to the application of solutions to assignments. (KS3)
4. Respond creatively to the principles and processes within a specialist area of design and translate them into practical and aesthetic outcomes.(KS1, 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 be assessed on their practical knowledge of the principles and processes used in their chosen subject area of design. This will include the appropriate utilisation of their design skills to the solution of given assignments.

Students will be expected to present their work for group discussion and review, and articulate the effectiveness of ideas and techniques used in the design process.

The solutions to the assignments should demonstrate creative concepts using a variety of media forms with due regard for audiences.

Reference files and sketchbooks are integral to the student's study and will evidence research and investigation for assignments in the module.

Professional attitude to completing work to deadlines and respecting and contributing to the working environment of the studio will also be reviewed during this module.

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

- Application of a variety of research methods.
- Recognition of the principles and processes involved within design methodologies.
- Ability to originate creative design ideas and concepts.
- Demonstrate skills using a variety of media and techniques.
- Exploration and appraisal of a variety of media and presentation skills.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Coursework	100%	N/A	N/A

Learning and Teaching Strategies:

The purpose of this module is to enable students to understand the principles and processes used in their chosen area of design and provide them with both intellectual and practical skills that will enable them to respond to the needs and requirements of their subject discipline.

The skill base of this module will be delivered through a series of lectures, technical demonstrations and studio workshops which will equip the students with practical means to comprehend methods of communication and media guiding their chosen area of study.

Assignments will be designed to enable students to work independently as well as in teams utilising research skills in the assimilation and application of their theoretical and practical understanding of communication and media. Guidance is available throughout the module in the form of directed group discussion and individual tuition advice.

Peer group analysis and critiques will consider the effectiveness of solutions to set assignments. Students will collate and annotate their research in their reflective journals.

Syllabus outline:

This module offers the opportunity to produce a body of work that uses design practice that can be interpreted in a variety of directions through broad themed assignments. Students will explore the design process and problem solving with consideration to target audience and using a variety of materials media and processes.

Work is presented at the end of weekly deadlines and group critiques provide scope for reflection on issues arising from the assignments and in understanding working methods and approach to developing and solving design problems.

Students will use appropriate equipment and studio space, demonstrating a professional attitude and respect for the working conditions of these environments.

The student will record their experience and organise the research underpinning their practical work through their reflective journal. These will evaluate their findings and evidence their personal achievements.

Indicative Content:

Animation, Visual Effects and Game Art

Principles processes and techniques – squash & stretch, metamorphosis, anticipation, force weight & volume, materials, pose to pose, overlapping action and follow through. The principles and processes required in character development and concept artwork for games. The integration of other design disciplines into the production process such as visual effects.

Film and Photography

Picture composition, Framing, film language. Principles and processes used in film and photography, camera techniques, lighting, exposure, depth of field, monochrome, colour, audio, editing.

Graphic Design and Multimedia

Manipulation of text, image and space, form, tone and colour, production and application of solutions in design work, the digital image and its construction for screen, the processes of image capture and manipulation of type and image, hierarchies and grid systems, interaction and the Graphical User Interface.

Illustration, Graphic Novels and Children's Publishing

Introduction of creative processes, terminology, experimentation in mark making and digital manipulation, layout, typography, colour theory and application, sequential narrative design and the interplay between text and image.

Bibliography by Design disciplines

Animation, Visual Effects and Game Art

Essential reading:

Wells, P. (2006), *The Fundamentals of Animation* London: AVA Publishing.
Whitaker, H. & Halas, J. (2003), *Timing for Animation*, London: Focal Press.
Williams, R. (2001), *The Animator's Survival Kit* London: Faber.

Other indicative reading:

Mattesi, M. (2006), *Force: Dynamic Life Drawing for Animators*: Focal Press.
Mattesi, M. (2008), *Force: Character Design from Life Drawing*: Focal Press.
Muybridge, E. (1955 rp. 1989), *The Human Figure in Motion* New York: Dover Press.
Muybridge, E. (1955 rp.1989), *Animals in Motion* New York: Dover Press.
Moggridge, B. (2006), *Designing Interactions*, The MIT Press.
Webster, C. (2005), *Animation: The Mechanics of Motion*: Focal Press Visual Effects and Animation.
Wells, P. (1998 rp.2002), "Thinking about animation" *Understanding Animation*, London: Routledge pp.10-34.

Film and Photography

Essential reading:

Ang, T. (2006), *Digital Video: An Introduction*, London, Dorling Kindersley.
Bordwell, D. (2012), *Film Art: An Introduction*. McGraw-Hill Higher Education; 10
Garvey-Williams, R. (2014), *Mastering Composition*. Ammonite
Johnson, C. (2007), *The Practical Zone System for Film and Digital Photography*, Focal Press
Sontag, S. (1997), *On Photography*, London: Penguin.

Other indicative reading:

Prakel, D. (2007), *Lighting*, AVA Publishing SA.
Freeman, M. (2014), *Capturing Light: The Heart of Photography*. ILEX
Hirsch, R. (2005), *Exploring Colour Photography*, Laurence King Publishing.
Patmore, C. (2005), *Get Started in Short Filmmaking*, London: A&C Black.
Holden, T. (2007), *Teach yourself film making*, Bookpoint Ltd.

Graphic Design and Multimedia

Essential reading:

Dawes, B. (2006), *Analog in, Digital Out: Brendan Dawes on Interaction Design (Voices That Matter)*. 1 ed. Berkeley, CA: New Riders.
Heller, S. & Pomeroy, K. (2004), *Design Literacy: Understanding Graphic Design*. New York: Allworth Press, U.S.
Hill, W. (2010), *The Complete Typographer*, Thames & Hudson.

Hochuli, J. (2008), Detail in Typography. Hyphen Press.
Pipes, A. (2009), Production for Graphic Designers, (5th Edition) Laurence King.

Other indicative reading:

Ambrose, G. & Harris, P. (2005), Basics Design: Typography. AVA Publishing.
Fletcher, A. (2005), The Art Of Looking Sideways. Phaidon.
McCandless, D. (2010) Information is Beautiful. London: Collins.
Spiekermann, E. & Ginger, E. (2002), Stop Stealing Sheep and Find Out How Type Works. 2 ed. Berkeley, Calif.: Adobe.
Tschichold, J. (2006), The New Typography (Weimar and Now: German Cultural Criticism). 2nd Revised edition ed. University of California Press.

Illustration, Graphic Novels and Children's Publishing

Essential reading:

Bang, M. (2000), Picture This: How Pictures Work.
Hornung, D. (2004), Colour: A Workshop for Artists and Designers. London: Laurence King.
Hyland, A, Bell, R. (2003), Hand to Eye: Contemporary Illustration, illustrated edition
Laurence King Publishing.
Zeegen, L. (2005), The Fundamentals of Illustration, London: Lausanne, Switzerland: AVA Publishing.

Other indicative reading:

McCloud, S, (1994), Understanding Comics: The Invisible Art, 1st Harper Perennial Ed ed.
New York: Harper Collins.
Meglin, N. (2000), Drawing from Within. New York, NY: Time Warner International.
Slade, C. (2003), Manual of Illustration Techniques, New Ed ed. London: A & C Black Publishers Ltd.
Wolk, D. (2008), Reading Comics: How Graphic Novels Work and What They Mean. Reprint ed. Da Capo Press.