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

<b>Module Code:</b>	ARD446
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<b>Module Title:</b>	Environment Creation 1
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GADC	<b>JACS3 code:</b>	I630
		<b>HECoS code:</b>	101019

<b>Faculty</b>	FAST	<b>Module Leader:</b>	Steve Jarvis
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	24 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>48 hrs</b>
Placement / work based learning	
Guided independent study	152 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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

<b>Pre-requisites</b>
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**

The aim of this module is to provide the student with the technical skills required to create virtual environments.

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

1	Demonstrate the ability to create a virtual environment for use in movie, game or animation.
2	Develop and understand the design process and workflow of the environment creations pipeline.
3	Apply principles of colour, light, and composition to the design and creation of a virtual scene.
4	Deliver a portfolio quality environment.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<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>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	N/A
Ethical	N/A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I
Organisation	I
Leadership and team working	N/A
Critical thinking	A
Emotional intelligence	A
Communication	A
<b>Derogations</b>	
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 virtual environments, 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 virtual environments for the VFX industry.
- Lectures, workshops and critiques will enable the student to appreciate the similarities, divergences and application of 3D Modelling for different purposes.
- Tutorial guidance, group critique and student seminars will underpin of the skill development and understanding of the student.

**Syllabus outline:**

Students will take part in a series of lectures and seminar discussions supported by practical sessions. Students will be introduced to the methods used in the development of virtual environments

During the practical 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 prepare and present a virtual environment that exhibits an understanding and appreciation 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. 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.  
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>