MODULE SPECIFICATION PROFORMA

Module Code:	ARD617 ARDI617 (MDes)

Module Title:	Game Art Degree Project

Level:	6	**Credit Value:**	40

Cost Centre(s):	GADC	JACS3 **code**: HECoS code:	I710 100363

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

Scheduled learning and teaching hours	80 hrs
Guided independent study	320 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

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

Pre-requisites
None

Office use only
Initial approval: 01/05/2018 Version no: 1
With effect from: 01/09/2019
Date and details of revision: Version no:

Module Aims
This module provides a platform for students to showcase the skills and knowledge they have gained whilst studying Game Art. Students will be able to demonstrate skills in project management and autonomy to allow key concepts and practical applications of a project that showcases ability and skill. The result will be the jewel in the crown of their professional portfolio.

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	Display skills in research, design, and development of a Game Art Project that relates to a chosen career direction.	KS3	KS6
		KS4	
		KS5	
2	Exhibit an elevated ability in autonomous learning and skill development.	KS1	KS4
		KS2	KS5
		KS3	KS9
3	Demonstrate skills in project and time management.	KS4	KS8
		KS6	KS2
		KS7	
4	Illustrate an ability to refine and improve ideas and concepts based on critical reflection, peer review and feedback.	KS4	KS8
		KS5	KS9
		KS7	KS5
5	Complete a Game Art project to a professional standard and document the entire process on a website/blog.	KS1	
		KS3	
		KS4	KS10
6	Present the final outcome of the project professionally on a portfolio or industry focused website.	KS1	
		KS4	
		KS8	

Transferable skills and other attributes

- ability manage an independent workload
- contribute proactively to group critique
- communication skills
- understanding the requirements of work towards a career focused goal.
- note-taking; recording, referring and responding to information

Derogations

None.

Assessment:

Indicative Assessment Tasks:

Students will be required to produce coursework in response to a self-directed project that demonstrates the student's ability to, create, develop, and adapt artwork for Video Games, based on ideas, design and peer review.

Students enrolled on the ARDI617 module, i.e. those enrolled on MDes are asked to note that Integrated Masters regulations only permit two attempts at this assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	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 ‘artwork’ for the video game 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 a range of projects and opportunities to produce artwork, for the Video Game industry. Students will be encouraged to use the design and development processes and pipelines, to produce a profession piece of artwork based on their chosen career direction within 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 reinforced in lectures and

further augmented through peer review and group critiques. The chosen project path will be directed to challenge the students to make use of technical equipment and produce work relevant to their desired career.

Throughout the module, students will share work and 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 their own project proposal. In addition to the body of work submitted for assessment, students will be expected to update their portfolio websites, or other industry related websites with a professionally presented piece of artwork that showcases their skills and abilities.

Indicative Bibliography:

Essential reading

The student will take responsibility for collecting and assimilating information relevant to their specialist activity. Tutorial guidance will be offered in this process. An emphasis on the reading of contemporary publications and periodicals will be encouraged.

Other indicative reading

Galuzin, A. (2016) Preproduction blueprint, how to plan game environments and level designs 2nd ed. CreateSpace Independent Publishing Platform
Kremers, R. (2009). Level design, concept, theory and practice Natick, MA: A.K. Peters/CRC Press
Rogers, S. (2014). Level up!. Chichester: Wiley.
Pv, S. (2016). Unreal Engine 4 game development essentials. Packt Publishing.
Shannon, T. (2017). Unreal engine 4 for design visualization. Addison-Wesley.
Hill-Whittall, R. (2015). Indie game developer handbook. Abingdon, Oxon: Focal Press.
Madigan, J. (2016). Getting gamers, the psychology of video games and their impact on the people who play them. Lanham, Md.: Rowman & Littlefield.
Schreier, J. (2017). Blood, sweat, and pixels, the triumphant, turbulent stories behind how video games are made New York: HarperCollins Publishers.
Schwarzl, T. (2014). Game Project Completed, how successful indie game developers finish their projects. North Charleston: Createspace.
Solarski, C. (2012). Drawing Basics and Video Game Art. New York: Watson-Guptill.

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
https://www.unrealengine.com/en-US/what-is-unreal-engine-4
http://www.simplymaya.com