

MODULE SPECIFICATION FORM

Module Title: Practice and Application (Animation, Visual Effects and Game Art)	Level: 7	Credit Value: 40
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Module code: (if known) ARD700	Cost Centre: GADC	JACS3 code: W200/W600
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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):
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Originating Academic School: Media, Arts and Design	Module Leader: Steve Keegan
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Module duration (total hours): 400	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours: 40	
Independent study hours: 360	

Programme(s) in which to be offered: MDes: Animation, Visual Effects and Game Art	Pre-requisites per programme (between levels): N/A
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Module Aims:

This module is concerned with identifying the nature of the student's individual specialist practice, exploring the nature and dimensions of reflective practice and investigating problems and solutions. The module presents opportunities for students to consider a range of conceptual and practical techniques, skills and strategies in order to determine a personal programme of practical work. The module provides opportunities to critically evaluate and develop practice within a number of possible contexts.

The aims are to:

- Develop specialist practice in relation to critical reflection, changing contexts and the investigation of problems and solutions.
- Develop a versatile approach in creating concepts and using a variety of skills and techniques, challenging the boundaries of current practice through experimentation.
- Question conceptual and theoretical aspects of subject study and deploy appropriate media, material and processes, skills, techniques and strategies in relation to emergent specialist practice.
- Initiate, develop and realise distinctive and creative work within animation, visual effects and/or game art.

Intended Learning Outcomes:

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

1. Demonstrate informed personal insight and creative imagination through critical analysis of design and production using animation, visual effects and/or game art. (KS3, KS4, KS6, KS9)
2. Apply and justify research methods to investigate new directions, concepts and problems and elements of risk in specialist practice. (KS1, KS2, KS3, KS5, KS6, KS9)
3. Provide documentation of knowledge gained and appreciation of complex and challenging information through conceptual analysis and in the development of theories, methods and practices related to this knowledge. (KS1, KS4, KS5, KS6, KS9)
4. Demonstrate the appropriate use of media, materials, techniques and processes in fulfilling one or more self-initiated projects. (KS3, KS4, KS5, KS6, KS9)
5. Demonstrate advanced skills and knowledge in one or more specialised practice areas of animation, visual effects and/or game art. (KS3, KS5, KS6, KS8, 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:

The assessment is based on agreed and clearly articulated actions expressed on a learning contract. The learning contract requires that the student converts the learning outcomes for the module into activities connected with their practice area and specific personal enquiries. This interpretation of how to achieve the learning outcomes brings forth the creative response demanded by the module.

An assessment panel will convene and provide the student with the opportunity to introduce their work, concerns and objectives in relation to the learning outcomes specified here. The student will be required to present the physical evidence of their study supported by the research and investigative material that has influenced the development. A period of viva voce will determine the depth of understanding possessed by the student, during which a self-critical analysis will be encouraged by tutors.

Work will be assessed by determining depth and quality of research, development of practical work, experimentation and critical and self-evaluation. Students will present a body of practical work and a journal documenting the research process and critical analysis which may form a part of their PDP.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 – 5	Coursework	100%	N/A	N/A

Learning and Teaching Strategies:

The student will engage with a self-directed programme of study based on the negotiated project proposal and supported by the introductory module seminar, workshops about learning contact agreements, group tutorials, student and tutor-led seminars, lectures, visits and critiques.

Live projects and collaborative work are encouraged with the intention to provide realistic experiences related to contemporary practice and employability.

Syllabus outline:

The student is required to negotiate a programme of study and identify areas of research in their proposed learning contract. The student will be responsible for the identification of relevant concepts and contexts in relation to practice, and the establishment of a sound practical project appropriate to this level of study. The challenge facing the student is to further develop methods, practices and processes appropriate to their individual programme of work and to investigate appropriate media and materials in relation to the critical context.

During this development the student is expected to identify influential source material that confirms or tests key issues. Through reflection and action, research and critical analysis, the student is required to provide evidence of a body of work of appropriate quality with accompanying evaluative commentary.

Indicative content:

This module builds upon project research and design development commenced within the module, Locating Practice (Design). Students will be required to review learning contracts in

light of their recent experience. Subsequent application of techniques and studio production will concentrate on fulfilling aims and objectives identified in the previous module.

Students will identify influential source material that confirms or tests key issues related to their practice. The work will provide evidence of an appropriate level of skill and depth of understanding made explicit through key judgements in the process of design methodology and practice. There is an expectation that the student will investigate new directions, concepts and problems in the advancement of their specialist practice.

Bibliography:

Indicative Reading:

Brinkmann, R. (2008), *The Art and Science of Digital Compositing: Techniques for Visual Effects, Animation and Motion Graphics*. Morgan Kaufmann.

Furniss, M. (2006), *Art in Motion: Animation Aesthetics*. John Libbey.

Goldstone, W. (2009), *Unity Game Development Essentials*: Packt Publishing.

Hooks, E. (2011), *Acting for animators*. Taylor and Francis Ltd.

Rodriguez, D. (2012), *Animation Methods*, [Createspace](#).

Zimmerman, E. & Salen, K. (2003), *Rules of Play: Game Design Fundamentals* The MIT Press.

Periodicals and Weblinks

Skwigly online animation magazine – www.skwigly.co.uk/

Animation World Network at www.awn.com

VFX World magazine - www.awn.com/vfxworld

STASH <http://www.stashmedia.tv/>

3D Artist– www.3dartistonline.com/news/ for game art

Gamasutra - <http://www.gamasutra.com/>

Inspiration for CG Artists - <http://www.itsartmag.com/features/>

Develop – <http://www.develop-online.net/>

MCV – <http://www.mcvuk.com/>

Center for Universal Design <http://www.design.ncsu.edu/cud/>

GOOD <http://www.good.is/>

TED talks <http://www.ted.com/>

Computer Arts, Future Publishing

EDGE, Future Publishing

WIRED, Wired UK, <http://www.wired.com/>

