

Module Code:	COM453
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Module Title:	Game Environments and Narrative Design
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Level:	4	Credit Value:	20
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Cost Centre(s):	GACP	JACS3 code:	I620
		HECoS code:	101268

Faculty:	Arts, Science and Technology	Module Leader:	Richard Hebblewhite
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Scheduled learning and teaching hours	48 hrs
Guided independent study	152 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (hons) Game Art	✓	<input type="checkbox"/>
BSc (hons) Computer Games Development	✓	<input type="checkbox"/>
BSc (hons) Computer Game Design and Enterprise	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 12/04/2019

Version no:1

With effect from: 01/09/2019

Date and details of revision: Approved by APSC April 19

Version no:

Module Aims

The aim of this module is to introduce students to the fundamentals of game environment design and the professional workflows used within the modern industry. Students will learn to develop ideas and designs in response to the gameplay and narrative related problems, and develop them from the concept stage through to full digital prototype environments and narrative content. This design will be developed through a combination of 3D methods, tools and technologies that can be aligned directly to industry standard game engine environments.

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	Identify game engine functionality and tools for game design.	KS3	KS6
		KS4	KS10
		KS5	
2	Demonstrate key game design principles.	KS1	KS4
		KS2	KS5
		KS3	KS6
3	Demonstrate an understanding of 3D environmental design workflow	KS4	KS8
		KS6	KS2
		KS7	
4	Deliver a prototype narrative rich game environment.	KS4	
		KS5	
		KS9	

Transferable skills and other attributes

Students will develop the ability to produce concise designs in response to game industry related problems, and then bring those designs to life using modern game production and development tools. They will also develop agile management skills through practical application.

Derogations

None.

Assessment:

Indicative Assessment Tasks:

Students will produce coursework in response to set assignments that demonstrate the student's ability to create, develop, and adapt prototype levels for games based on ideas, design and peer review.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Coursework	100%	NA	4000

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 a 'Game Environment' 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 level design theories and best practices within the Game industry. Students will be introduced to the methods used in the development of an environment designed for the video game industry.

During the practical based sessions, students will focus on project planning and the 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 appreciation of how levels should be prepared and presented for the next stage of development.

Key principles of environmental geometry, lighting and narrative will be explored and implemented into the 'grey box' levels the students produce and design. 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 blocked-out level design.

Indicative Bibliography:**Essential reading**

Galuzin, A. (n.d.). Preproduction blueprint. 2nd ed. CreateSpace Independent Publishing Platform; (9 Nov. 2016).

Kremers, R. (2010). Level design. Natick, MA: A.K. Peters.

Other indicative reading

Rogers, S. (2014). Level up!. Chichester: Wiley.

Nixon, D. (2017). Unreal Engine 4 for beginners. [Place of publication not identified]: Luquinox (8 Feb. 2017).

Pv, S. (n.d.). Unreal Engine 4 game development essentials. Packt Publishing (25 Feb. 2016).

Shannon, T. (2017). UNREAL ENGINE 4 FOR DESIGN VISUALIZATION. ADDISON-WESLEY (14 Aug. 2017).

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>