PART A: GENERAL INFORMATION

1.	Module Title	Art Direction and Visual Language (EXCT4001)
2.	School	Escape Studios
3.	Level	4
4.	Total Credits/ ECTS Value	15 credits (7.5 ECTS)
5.	Total Synchronous Contact Hours	60
6.	Programme(s) to which the Module Contributes	Technical Art for Games & VFX BSc (Hons)
		Technical Art for Games & VFX (Integrated Masters) MSci (Hon)
		Video Games Design BSc (Hons)
		Video Games Design (Integrated Masters) MSci (Hon)
		Character Creation for Animation, Games & VFX BSc (Hons)
		Character Creation for Animation, Games & VFX (Integrated Masters) MSci (Hon)

7.	Related Modules	Pre-requisites	None
		Co-requisites	None
		Post-requisites	None
		Excluded Combinations	None
8.	External Accrediting Body *(If applicable)*		N/A
9.	Modes of Study		Full-time
10.	Delivery Site(s)		Escape Studios, London

PART B: MODULE LEARNING OUTCOMES

11. Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate an appreciation of the context and styles of visual representation relevant to the creative industries
2. Demonstrate an understanding of the theory and application of visual research and reference in the creative industries
3. Evaluate creative briefing, feedback and approaches for the creation of reference materials
4. Select and use appropriate tools and techniques for creating reference materials to meet specific objectives
5. Deliver a project to meet a specific set of objectives within defined time and resource constraints

6. Communicate effectively in a technical and creative context

PART C: RATIONALE AND DELIVERY

12. Synopsis of the Curriculum

- Art Direction and visual Language
- Art Bibles and Mood boards
- Presentation and feedback reviews
- Creating and communicating briefs for outsource design
- AI for iteration in 2d and text
- Film vs Games specific workflows - how do approaches and outputs differ?

13. Learning and Teaching Methods

The module follows the *Craft* module model, with practical tutor-lead sessions in studio being the primary mode of delivery. In these sessions students are introduced to theory in the context of exercises, building their knowledge and understanding alongside their intellectual and practical skills.

14. Contact Hours

Module Credit Value	Scheduled Learning Activities	Guided Independent Study	Total Learning Hours
15 credits	Skills sessions (36 hours), Studio time (24 hours)	Preparation for classes, guided research, assignment preparation and development (90 hours)	150 hours

15. Assessment Methods

Formative Assessment

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during the contact hours.

Summative Assessment

Assignment 1: Project (75%)
Approximately 3 - 4 weeks of development work

Assignment 2: Presentation (25%)
Approximately 10-15 minutes

Re-sits

Students who fail this Module will be permitted submit revised assessment components in accordance with the Academic Regulations.

16. Map of Module Learning Outcomes to Learning, Teaching and Assessment Methods

Learning outcome	1	2	3	4	5	6
Learning/ teaching						

Skills Sessions	X	X	X	X		
Studio Time	X	X	X	X		
Self-Directed					X	X
Assessment method						
Project	X	X	X	X	X	X
Presentation				X		X

17. **Indicative Reading List**

This is an indicative list, correct at the time of publication. Reading lists will be published at least annually.

- The Art of Direction with Ron Ashtiani, Ron Ashtiani, Design Studio Press (2022)
- Art History for Filmmakers, The Art of Visual Storytelling, Gillian McIver, Bloomsbury Academic (2019)
- Production Design for Screen: Visual Storytelling in Film and Television, Jane Barnwell, Bloomsbury Academic, (2020)
- If It's Purple, Someone's Gonna Die: The Power of Color in Visual Storytelling, Patti Bellantoni, Routledge, (2015)
- Essentials of Period Style: A Sourcebook for Stage and Production Designers, Hal Tine, Routledge, (2015)
- Gardner's Art Through the Ages: A Global History (16th Edition), Fred Kleiner, Wadsworth Publishing Co Inc, (2019)

Electronic
- Perspective Magazine https://adg.org/perspective/

18. **Inclusive Module Design**

We recognise and have incorporated the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with relevant policies and support services. Furthermore, the module design has sought to embed inclusive curriculum content.

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