MODULE SPECIFICATION

University of Kent

1. **Title of the module**
   Video Game Art – Pro – PRSN5007

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London / Escape Studios

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   5

4. **The number of credits and the ECTS value which the module represents**
   30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn

6. **Prerequisite and co-requisite modules**
   Prerequisites:. none

7. **The programmes of study to which the module contributes**
   MArt/BA Art of Video Games

8. **The intended subject specific learning outcomes**
   On successful completion of this module, students will have Knowledge & Understanding (K) of…
   1. The creative processes and techniques involved in the creation of assets for video games
   2. Established theories, principles and tools used in the creation of assets for video games
   3. The role of different elements involved in the video game production process

   On successful completion of this module, students will have Intellectual Skills (I) in…
   4. Evaluating established solutions in response to a given video game art brief
   5. Developing a response to a brief that meets the creative and technical requirements

   On successful completion of this module, students will have Subject Specific Skills (S) in…
   6. Using established tools and techniques to produce video game assets.
   7. Acting on feedback to improve their practice and to produce visual assets for use in a video game.
   8. Communicating and presenting ideas in a technical and creative context

9. **The intended generic learning outcomes**
   On successful completion of this module, students will have Transferable Skills (T) in…
   1. Designing, planning and delivering a project that meets a defined set of objectives within given time and resource constraints
   2. Developing their skills and knowledge through engagement with their peers and wider professional community

10. **A synopsis of the curriculum**

The mobile and web gaming market has exploded in recent years. With revenue from mobile gaming set to overtake that of more traditional console games, the business case for developing more and better games is clear. Students going into the industry need to understand the differing requirements and cultures of these two worlds. Following the core module, here students work to develop the skills and competencies they will need to produce their own games, or work in a team that makes web/mobile games.

The purpose of this module is to develop students' understanding of advanced 3D and 2D techniques in the mobile and web gaming industry for use in a professional environment.

Develop a mobile level with navigation, simple state changes and export to a tablet or web format. The aims are:

- To develop students' understanding of and expertise in video game art techniques for use in a professional game production environment.
- To provide students with an understanding of established video game production processes for mobile/web games
- To develop students' skills in designing, developing and delivering assets for engaging video game content for mobile/web games

Keywords: Video games, 3D, art, design, web, mobile

Outline syllabus:
- The theory and practice of modelling for Games
- Game design for artists
- Unity basics
- LOD's / Batching / Collisions and Culling
- Lighting in Maya / Lighting in Unity
- Light baking and Lightmaps in engine
- Normal maps generation and editing
- Texturing for Games
- Tiling textures and substance
- Multiple UVs and Overlays
- Introduction to Art direction
- Source control and best practice
- ABC of prototyping and the vertical slice

11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Recommended
- *Level Up!: The Guide to Great Video Game Design Paperback*, Scott Rogers, Wiley (2014)
- *Mastering Autodesk Maya 2016*, Todd Palamar, Autodesk Official Press (2015)
- *Drawn to Life: 20 Golden Years of Disney Master Classes: The Walt Stanchfield Lectures - Volume 1*, Walt Stanchfield, Focal Press (2009)
- *Shaping Interior Space*, Roberto J. Rengel, Fairchild Books (2014)

- *Light for Visual Artists: Understanding & Using Light in Art & Design*, Richard Yott, Laurence King Publishers (2011)

Electronic
- http://kotaku.com/
- https://bbrathwaite.wordpress.com/
- http://conceptartworld.com/

12. **Learning and teaching methods**

Learning and teaching takes place through four key modes of delivery. These provide a blend of technical skills training, exploration of theory and praxis, application in the studio, and self-directed study and development time. The balance differs depending on the type of module. As this is a Craft module, the balance is skewed in favour of Skills Sessions.

Skills Sessions	c. 100 hrs
Tutorials	c. 20 hrs
Studio Time	c. 100 hrs
Self-Directed	c. 80 hrs
Total	**300 hours**

13. **Assessment methods**

13.1 Main assessment methods

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during Skills Sessions and Tutorials.

Summative assessment will be based on a Portfolio and Retrospective, and assessed using one or more of the Assessment Types (see Programme Specification).

Pitch exercise (Formative, 0%)

Pitch an initial response to the set brief. Present for formative feedback at a Studio Crit.

Progress exercise (Formative, 0%)

Present work in progress on the assignment for review and feedback a Studio Crit.

Assignment 3 – Individual Portfolio (summative) 75%

The assessment will test Learning Outcomes: K1, K2, K3, I1, I2, S1, S2, S3

The student will be required to create a game environment for mobile/web in response to a given brief. Alongside the game development, they must build a portfolio of progress through the project. This portfolio should be in the form of an online blog and as well as containing written elements it should also contain images and video to help describe the development of the project. The aim is to provide detailed insight into the tools and techniques the student is learning as well as the creative and technical decisions they make. It is expected that they provide some critical analysis of their own work and draw some conclusions from it.

The portfolio will be assessed through a Portfolio Review.

Assignment 4: - Individual Retrospective (summative) 25%
The assessment will test Learning Outcomes: T1, T2

The student will be required to use the learning outcomes as starting points for an enquiry into their work over the course of the module. How does their work relate to established theory and practice? How well did they do? What might they do differently next time? They will need to write their analysis, give themselves a grade based on the grading criteria, and present this for moderation and assessment.

13.2 Reassessment methods

14. **Map of module learning outcomes**

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	9.1	9.2
Learning/ teaching method										
Skills Sessions	X	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	X	X	X	X	X	X	X	X
Assessment method										
Individual Portfolio	X	X	X	X	X	X	X	X		
Retrospective									X	X

15. **Inclusive module design**

The Collaborative Partner recognises and has embedded 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 the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or Centre(s) where module will be delivered:**
Pearson College London / Escape Studios

17.   **Internationalisation**

Computer animation is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. **Partner College/Validated Institution:**
    Pearson College London / Escape Studios

19. **University School responsible for the programme:**
    School of Engineering and Digital Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)