

MODULE SPECIFICATION PROFORMA

Module Title:	Practice and Application (Game Art)	Level:	7	Credit Value:	40
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Module code:	ARD705	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre(s):	GADC	JACS3 code:	W200/W600
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With effect from:	September 17
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School:	Creative Arts	Module Leader:	Steve Keegan
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Scheduled learning and teaching hours	40 hrs
Guided independent study	360 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
MDes Game Art	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: December 16

APSC approval of modification: *Enter date of approval*

Version: 1

Have any derogations received SQC approval?

Yes No N/A ✓

If new module, remove previous module spec from directory?

Yes No ✓

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 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 game art.
2. Apply and justify research methods to investigate new directions, concepts and problems and elements of risk in specialist practice.
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.
4. Demonstrate the appropriate use of media, materials, techniques and processes in fulfilling one or more self-initiated projects.
5. Demonstrate advanced skills and knowledge in one or more specialised practice areas of game art

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	Demonstrate informed personal insight and creative imagination through critical analysis of design and production using 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 game art.	KS3	KS5
		KS6	KS8
		KS9	
Transferable skills and other attributes			
<p>Skills and attributes which may be developed, but are not necessarily assessed as part of the module include:</p> <ul style="list-style-type: none"> • Written, oral and media communication skills • Leadership, team working and networking skills • Opportunity, creativity and problem solving skills • Information technology skills and digital literacy • Information management skills • Research skills • Intercultural and sustainability skills • Career management skills • Learning to learn (managing personal and professional development, self-management) • Numeracy 			

Derogations
None

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	All (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 judgments 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:**Essential reading**

Keller, E. (2013), *Maya Visual Effects the Innovator's Guide*: Autodesk Official Press.
Zimmerman, E. & Salen, K. (2003), *Rules of Play: Game Design Fundamentals*, The MIT Press.
Mike De la Flor (2010), *Digital sculpting with Mudbox*, Focal Press

Other indicative 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.

Williams, R. (2001). *The Animators Survival Toolkit*. Faber & Faber. London
Ingrassia, M. (2009) *Maya for games modelling and texturing techniques with Maya and Mudbox*, Focal Press/Elsevier, Amsterdam; Boston.
Lanier, L. (2007) *Maya professional tips and techniques*, Wiley Pub., Indianapolis, Ind.
Watkins, A. (2012) *Getting started in 3D with Maya create a project from start to finish: model, texture, rig, animate, and render in Maya* Focal Press, Waltham, MA
Derakhshani, D. (2013) *Introducing Autodesk Maya 2014*, John Wiley & Sons.
Cabrera, C. (2008), *An Essential Introduction to Maya Character Rigging*. Focal Press
Ahearn, L. (2009), *3D Game Textures: Create Professional Game Art Using Photoshop*: Focal Press.
Tsai, F. (2009), *Extreme Worlds: The complete guide to drawing and painting sci-fi art*. Impact Books.
Gurney, J. (2009), *Imaginative Realism: How to paint what doesn't exist*. Andrews McMeel.
Melissinos, C. & O'Rourke, P. (2012), *The Art of Video Games: From Pac Man to Mass Effect*, Welcome Books New York.
Cabrera, C. (2008), *An Essential Introduction to Maya Character Rigging*. Focal Press
Zimmerman, E. & Salen, K. (2003), *Rules of Play: Game Design Fundamentals* The MIT Press.

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>
<http://www.simplymaya.com>
<http://www.autodesk.com/education/home>
<http://www.3dartistonline.com/>