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Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.....(date)

MODULE SPECIFICATION

1. **Title of the module**
3D for VFX – Core
2. **School or partner institution which will be responsible for management of the module**
Pearson College London / Escape Studios
3. **Start date of the module**
January 2017
4. **The number of students expected to take the module**
c. 60 students
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
N/A
6. **The level of the module**
Level 4
7. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
2 / Summer
9. **Prerequisite and co-requisite modules**
Prerequisites: *Creative Foundations – Project, Creative Foundations – Craft.*

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10. The programmes of study to which the module contributes

MArt/BA Art of Visual Effects
MArt/BA Art of Video Games
MArt/BA Art of Computer Animation

11. The intended subject specific learning outcomes

On successful completion of this module, students will have Knowledge & Understanding (K) of...

1. The theory and role of 3D in VFX production its place in the creative industries

On successful completion of this module, students will have Intellectual Skills (I) in...

1. Evaluating 3D tools, techniques and approaches for the creation of a final rendered image

On successful completion of this module, students will have Subject Specific Skills (S) in...

1. Selecting and using appropriate 3D tools and techniques for use in a VFX production to meet specified objectives

12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable Skills (T) in...

1. Delivering a project to meet a specific set of objectives within defined time and resource constraints
2. Communicating to a variety of audiences in a technical and creative context

13. A synopsis of the curriculum

This module introduces students to the fundamentals of developing 3D assets for use in a visual effects pipeline. It takes you from zero experience to providing a sound foundation on which to build your 3D skills. Through intensive hands-on projects you'll begin to learn the latest 3D software and techniques, including modelling, texturing, lighting and rendering. The aims are:

- To develop students' understanding of 3D for Visual effects
- To provide a grounding in basic practice that will inform students future work and will relate to or complement a chosen career path.

Key words: 3D, modelling, VFX, lighting, texturing, rendering

Outline syllabus:

- 3D theory and concepts
- Modelling for VFX
- Colour and Surfaces
- Introduction to Texturing

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- Shading and Lighting
- Rendering

14. Indicative Reading List

Recommended

- *Maya Visual Effects the Innovator's Guide*, Eric Keller, Autodesk Official Press (2013)
- *Digital Modeling*, William Vaughan, New Riders (2011)
- *Inside VFX: An Insider's View Into The Visual Effects And Film Business*, Scott Ross, CreateSpace Independent Publishing Platform (2014)

Electronic

- <http://www.creativeblog.com/3d-world-magazine>
- <http://motionographer.com/>
- Escape Studios digital resources

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

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 favor of Skills Sessions.

| | |
|-----------------|------------------|
| Skills Sessions | c. 60 hrs |
| Tutorials | c. 20 hrs |
| Studio Time | c. 45 hrs |
| Self-Directed | c. 25 hrs |
| Total | 150 hours |

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

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).

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3D Exercise (Formative 0%)

A basic animation exercise, including simple modelling, texturing and lighting. Show that you understand the basic animation pipeline through to final render and export as a movie file. Present for formative feedback at a Studio Crit.

Assignment 1: Product (75%)

The assessment will test Learning Outcomes: I1, S1, T1

Create a final rendered image of a 3D object that you have created from supplied materials, to satisfy a brief with strict guidelines and limitations. Present for a Panel Crit and demonstrate how you have met the Learning Outcomes in your work.

The scope and size of this piece of work will be defined by the brief and the learning outcomes, and will take into account the length of time and skill level of the students.

Assignment 3: Retrospective (25%)

The assessment will test Learning Outcomes: K1, T2

Use the learning outcomes as starting points for an enquiry into your work over the course of the module. How does your work relate to established theory and practice? How well did you do? What might you do differently next time? Write your analysis, give yourself a grade based on the grading criteria, and present this for moderation and assessment.

17. Implications for learning resources, including staff, library, IT and space

No implications.

18. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) or Centre(s) where module will be delivered:

Pearson College London / Escape Studios

20. Partner College/Validated Institution:

Pearson College London / Escape Studios

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