

MODULE SPECIFICATION

1. **Title of the module**

Creative Foundations – Craft – PRSN4004

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)**

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4. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

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

Autumn

6. **Prerequisite and co-requisite modules**

None

7. **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

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

Demonstrate Knowledge & Understanding (K) of...

1. The styles of visual representation relevant to the creative industries
2. The theory and practice of drawing and image creation for creative media projects
3. The fundamentals of the transmission of light and its interaction with different surfaces and materials
4. The fundamentals of movement in relation to motion physics and timing

Demonstrate Intellectual Skills (I) in...

5. Appraising different creative styles and approaches and selecting appropriately for a given purpose
6. Reflecting on and evaluating their own creative output and that of others

Demonstrate Subject Specific Skills (S) in...

7. The use of appropriate traditional and digital tools to create images, designs, and storyboards
8. The selection and use of appropriate tools and techniques to capture images for a creative media project
9. The use of still and moving images to communicate concepts and ideas.

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

Demonstrate Transferable Skills (T) in...

1. Effective communication through visual means
2. Providing and acting on constructive feedback

10. A synopsis of the curriculum

To operate effectively in the creative industries requires an understanding of the language of visual communication, design and associated disciplines. The ability to communicate ideas and concepts in visual form, to understand the meaning of images in context and the way light behaves and interacts with surfaces and are essential.

This module introduces key concepts for working in the creative sector, including the study of visual conventions and narratives, the development of traditional creative skills such as drawing and photography and the analysis of visual material in terms of aesthetic value and communication content.

Students will study and compare key examples from a variety of disciplines, develop practical skills in workshops and discuss their own and the work of others in seminars.

It aims to provide students with the knowledge, understanding and practical skills in visual communication to enable them to work effectively on creative industry projects. This involves the study of conventions and traditions, the analysis of examples, approaches and techniques and the development of skills through practice and feedback.

Keywords: visual communication, film, photography, drawing, games, animation, images, storytelling

Outline syllabus:

- Film (history, conventions, language, theory)
- Photography (lens, exposure)
- Drawing (life, creative)
- Storyboarding
- Coding/Scripting (Python)
- Video Games (history, conventions)
- Imaging Technology (image formats, compression)

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

- *Visual Perception from a Computer Graphics Perspective*, William Thompson, A K Peters/CRC Press (2011)
- *Light for Visual Artists: Understanding & Using Light in Art & Design*, Richard Yot, Laurence King Publishers (2011)
- *The Art of the Storyboard*, John Hart, Focal (1999)
- *Telling stories: a theoretical analysis of narrative fiction*, Steven Cohan; Linda Shires, Routledge (1988)
- *Ways of Seeing*, John Berger, Penguin Books (1972)
- *Rhetoric of the Image, in Image/Music/Text*, Roland Barthes, Fontana Press (1977)
- *The Work of Art in an Age of Mechanical Reproduction*, Walter Benjamin, Penguin Books (2008)
- *Visual Literacy or Literary Visualcy? Four Fundamental Concepts of Image Science*, W.J.T. Mitchell, Routledge (2008)
- *How to read a film: movies, media and beyond ; art, technology, language, history, theory 4th ed*, James Monaco, Oxford University Press (2009)
- <https://www.python.org/about/gettingstarted/>

- <http://www.thesartorialist.com/>
- <http://photofocus.com/>
- <http://sproutingphotographer.com/>
- <http://www.ultraculture.co.uk/>
- <http://www.urbansketchers.org/>

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.

- Skills Sessions c. 30 hrs
- Tutorials c. 50 hrs
- Studio Time c. 85 hrs
- Self-Directed c. 135 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).

Assignment 1: – Individual Portfolio (75%)

The student will be required to produce a portfolio of material from their practical sessions displaying a range of techniques and demonstrating their application of the theory in their practice. The scope and size of the portfolio will be discussed and defined in a tutorial at the commencement of the module.

Assignment 2: Individual Retrospective (25%)

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 practical output relate to the 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 approval.

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	8.9	9.1	9.1
Learning/ teaching method											
Skills Sessions	X	X	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	X	X	X	X	X	X	X	X	X
Assessment method											
Portfolio	X	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

The Creative Industries are by their nature international disciplines, and learning resources, materials and directed learning will include resources, examples and case studies from across the world

18. Partner College/Validated Institution

Escape Studios, Pearson College London

19. University School responsible for the programme

Engineering & Digital Arts

FACULTIES SUPPORT OFFICE USE ONLY

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

MODULE SPECIFICATION



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