

## UNIVERSITY OF KENT

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**  
Compositing for Visual Effects – 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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 Compositing in VFX production and its place in the wider creative industries

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

1. Evaluating standard tools, techniques, and approaches for the creation of a final VFX composited shot

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

1. Selecting and using appropriate compositing 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 layering multiple image elements in an efficient workflow. It takes students from zero experience to providing a sound foundation on which to build their compositing skills. Through intensive hands-on projects students begin to learn the latest software and techniques, including compositing, colour correction and keying. The aims are:

- To develop students' understanding of the use and role of Compositing in Visual Effects
- To gain a grounding in basic practice that will inform students work and will relate to or complement a chosen career path.

Keywords: Compositing, colour, keying, VFX

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Outline syllabus:

- Compositing theory and concepts
- Premultiplied images
- 2D tracking
- Rotoscoping
- Rig removal
- Keying
- Colour correction and grading

## 14. Indicative Reading List

### **Recommended**

- *Compositing Visual Effects: Essentials for the Aspiring Artist*, 2nd Edition, Wright, Steve (2011). Focal Press
- *Rotoscoping: Techniques and Tools for the Aspiring Artist*, Bratt, Benjamin, (2011), Focal press
- *Light for Visual Artists: Understanding & Using Light in Art & Design*, Richard Yot, Laurence King Publishers (2011)
- *If It's Purple, Someone's Gonna Die: The Power of Color in Visual Storytelling*, Bellantoni, Patti. (2005). Focal Press

### **Electronic**

- <https://www.thefoundry.co.uk/>
- <http://www.fxguide.com/>
- <http://www.cinefex.com/>

## 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 favour of Skills Sessions.

Skills Sessions	c. 60 hrs
Tutorials	c. 20 hrs
Studio Time	c. 45 hrs
Self-Directed	c. 25 hrs
<b>Total</b>	<b>150 hours</b>

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### 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).

#### **Compositing exercise (Formative 0%)**

This provides formative input into students' development. This is a basic compositing exercise and students will be expected to understand the basic compositing pipeline. Present for formative feedback at a Studio Crit.

#### **Assignment 1: Product (75%)**

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

Create a final composited shot from supplied materials to a brief with strict guidelines and limitations. Presenting for a Panel Crit, the student will be required to demonstrate how they have met the Learning Outcomes in their 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 2: Retrospective (25%)**

The assessment will test Learning outcomes: K1, 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 your 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.

### 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**

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**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

**21. University School responsible for the programme:**

School of Engineering and Digital Arts