

## 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**  
Creative Foundations - Craft
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**  
September 2016
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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**  
30 credits (15 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**  
1 / Autumn
9. **Prerequisite and co-requisite modules**  
Co-requisite: *Creative Foundations - Project*

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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 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

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

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

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

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

## 12. The intended generic learning outcomes

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

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

## 13. 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

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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)

### 14. Indicative Reading List

#### **Recommended**

- *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)

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### **Electronic**

- <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/>

**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.

Skills Sessions	c. 30 hrs
Tutorials	c. 50 hrs
Studio Time	c. 85 hrs
Self-Directed	c. 135 hrs
<b>Total</b>	<b>300 hours</b>

**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).

**Assignment 1: Portfolio (75%)**

The assessment will test Learning outcomes: K1, K2, K3, K4, I1, S1, S2, S3, T1

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.

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### **Assignment 2: Retrospective (25%)**

The assessment will test Learning outcomes: I2, 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 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.

**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

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

School of Engineering and Digital Arts