

MODULE SPECIFICATION

1. **Title of the module**
Video Game Art – Core – PRSN4005
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)**
4
4. **The number of credits and the ECTS value which the module represents**
17 (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Summer
6. **Prerequisite and co-requisite modules**
Prerequisites: *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 successful completion of this module, students will have Knowledge & Understanding (K) of...
 1. The tools and techniques involved in creating basic game assets
 2. The established theory and techniques in video game art production and their impact on the production process

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

 3. Evaluating the success of solutions and the production processes involved in creating art for video games
 4. Evaluating tools, techniques and approaches for the creation of a basic assets for a video game

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

 5. Using appropriate tools and techniques for the creation of basic video game assets to meet specified objectives
9. **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 well-defined time and resource constraints.
10. **A synopsis of the curriculum**

MODULE SPECIFICATION

This module introduces students to the fundamentals of developing assets for use in video games. It takes students from zero experience to providing a sound foundation on which to build their artistic skills creating content for video games. Through intensive hands-on projects they will begin to learn the latest 3D software and techniques, including modelling, texturing and lighting basic assets for a modern game engine. The aims are:

- To develop students' understanding of producing game art assets for a mobile platform
- To provide a grounding in basic game art practice that will inform students' future work and will relate to or complement a chosen career path

Keywords: 3D, modelling, lighting, texturing, game engine Outline

syllabus:

- Theory and concept of computer games
- Modelling for games
- Texturing, lighting and materials for video games
- In-engine game art for mobile platforms

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

Recommended

- *The Art of Game Design: A Book of Lenses (Second Edition)*, Jesse Schell, Morgan Kaufmann Publishers (2014)
- *How to Draw: Drawing and Sketching Objects and Environments from Your Imagination*, Scott Robertson, Design Studio Press, (2013)
- *Introduction to Game Design, Prototyping, and Development: From Concept to Playable Game*, Jeremy Gibson, Pearson Education (2015)
- *Drawing Basics and Video Game Art*, Chris Solarski, Watson-Guptill Publications (2012)
- *Digital Lighting and Rendering*, Jeremy Birn, New Riders (2013)
- *Graphic Storytelling and Visual Narrative*, Will Eisner, Will Eisner Studios (2008)

Electronic

- <http://opengameart.org/>
- <http://solarskistudio.com/blog/>
- <http://www.gamasutra.com/>

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. 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

MODULE SPECIFICATION

Self-Directed	c. 25 hrs
Total	150 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).

Game art exercise (Formative 0%)

This provides formative input into the students' development. This is a game art production exercise, including simple modelling, texturing and lighting. Present for formative feedback at a Studio Crit.

Assignment 1: Product (75%)

The student will be required to create a final set of mobile game art assets to a brief with strict guidelines and limitations. Present for a Panel Crit and 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 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.

13.2 Reassessment methods

14. **Map of module learning outcomes**

MODULE SPECIFICATION

Module learning outcome	8.1	8.2	8.3	8.4	8.5	9.1
Learning/ teaching method						
Skills Sessions	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X
Self-Directed	X	X	X	X	X	X
Assessment method						
Product	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

Computer animation is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. Partner College/Validated Institution:

Pearson College London / Escape Studios

19. University School responsible for the programme:

School of Engineering and Digital Arts

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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.

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