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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**
Video Game Art – Advanced
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**
November 2017
4. **The number of students expected to take the module**
c. 20 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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 5
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**
Prerequisites: *Video Game Art – Pro*

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10. The programmes of study to which the module contributes

MArt/BA Art of Video Games

11. The intended subject specific learning outcomes

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

1. The theory and practice of advanced creative processes and techniques involved in the design and development of video games for high end games
2. Established procedural and hand crafted processes and techniques involved in the creation of visually immersive and engaging video games
3. The relationship between code, art and design in established video game production processes

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

1. Evaluating established artistic and technical solutions in response to a given PC/console game art brief
2. Employing agile practices in a project context, coping with issues relating to peer schedules and the critical pathways of production

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

1. Using established advanced tools and techniques to produce 2D and 3D video game assets for use in a real-time engine on a PC/console
2. Acting on feedback to improve their practice and to produce visual assets for use in a PC/console environment
3. Communicating and presenting ideas in a technical and creative context

12. The intended generic learning outcomes

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

1. Designing, planning and delivering a project that meets a set of objectives within time and resource constraints
2. Developing their skills and knowledge through engagement with their peers and wider professional community

13. A synopsis of the curriculum

Console/PC games are a \$70billion global industry. Blockbuster titles frequently outperform top Hollywood movies in both revenue and reach, and the studios that make and distribute those games employ over 12,000 people in the UK alone. Students need to understand the software and process that is involved in these large scale productions, and how they might successfully navigate them as creative professionals.

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This module enables students to develop their understanding of advanced 3D and 2D techniques in the console and PC game space for use in a professional video games environment. Students will develop a console / PC level with navigation, simple state changes or high level assets and export to PC format.

- To develop students' understanding of and expertise in video game art techniques for use in a professional high-end game production environment.
- To provide students with an understanding of established video game production processes for PC/console games
- To develop students' skills in designing, developing and delivering assets for engaging video game content for PC/console games

Keywords: Video games, 3D, art, design, PC, console

Outline syllabus:

- The theory and practice of advanced modelling for games.
- Advanced Modelling utilising Zbrush and retopology tools
- Baking for advanced texturing and materials
- Procedural and PBS workflows for advanced materials and textures
- Advanced lighting, environment systems and rendering effects in Unity
- Procedural and hand crafted organic foliage modelling and world building

14. Indicative Reading List

Recommended

- *The Game Production Handbook 3rd Edition Paperback*, Heather Maxwell Chandler, Jones & Bartlett Learning (2014)
- *Shaping Interior Space Paperback* – 6 Nov 2014 by Roberto J. Rengel
- *Free-to-Play: Making Money From Games You Give Away*, Will Luton, New Riders (2013)
- *Digital Painting Techniques: Practical Techniques of Digital Art Masters*, 3dtotal.com, Focal Press (2009)

Electronic

- <http://pixologic.com/blog/>
- <http://blogs.unity3d.com/>
- <http://www.gamesradar.com/>
- <http://www.polygon.com/>

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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. 100 hrs
Tutorials	c. 20 hrs
Studio Time	c. 100 hrs
Self-Directed	c. 80 hrs
Total	300 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).

Pitch exercise (Formative 0%)

Pitch a response to the set brief. Present for formative feedback at a Studio Crit.

Progress exercise (Formative 0%)

Present work in progress on the assignment for review and feedback. Present for formative feedback at a Studio Crit.

Assignment 1: Individual Portfolio (75%)

The assessment will test Learning Outcomes: K1, K2, K3, I1, I2, S1, S2, S3.

The student will be required to conceive and create a small interactive scene or Marquette which will demonstrate a range of skills applied in a typical console/PC environment. Attention to detail from art direction through to tools, technical choices and an understanding of strict limitations will be paramount to a successful project. The level should be navigable via an interface and contain some small dynamic player elements. Alongside the game development, they must build a portfolio of progress through the project. This portfolio should be in the form of an online blog and as well as containing written elements it should also contain images and video to help describe the development of the project. The aim is to provide detailed insight into the tools and techniques they are learning as well as the creative and technical decisions they make. It is expected that the

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student provides some critical analysis of their own work and draws some conclusions from it.

The portfolio will be assessed through a Portfolio Review.

Assignment 2: Individual Retrospective (25%)

The assessment will test Learning Outcomes: T1, 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 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 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