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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**
Game Art – Foundation
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 2016
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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 7
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
9. **Prerequisite and co-requisite modules**
None

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10. The programmes of study to which the module contributes

MA Game Art

11. The intended subject specific learning outcomes

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

K1 - The iterative processes and techniques involved in the creation of immersive and engaging video games

K2 - The trends in mobile games production and their impacts on the production process

K3 - The relationship between code, design, art and prototyping.

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

I1 - Critically evaluating and selecting artistic and technical solutions in relation to the limitations of a mobile video game production

I2 - Analysing the impacts of design, art and technical issues and iterate to inform new solutions

I3 - Employing agile practices in reaction to changes in project production

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

S1 - Using industry standard Video Games tools and techniques to create 2D and 3D content for use in a real-time Interactive level to a professional standard.

S2 - Creating materials and textures within the strict technical limitations of mobile technology

S3 - Creating/using art and design bibles for the process of constructing visual tools to inform production

12. The intended generic learning outcomes

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

T1 - Working to meet individual and group objectives

T1 - Researching, designing, planning and delivering a project that can adapt to meet a strict set of industry objectives within time and in technical budget

T2 - Communicating and presenting to a variety of audiences in a technical and creative context.

13. A synopsis of the curriculum

The aims are:

- To develop students' understanding of advanced 3D and 2D techniques in the mobile game space for use in a professional video games environment.

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- Develop a mobile level with navigation, simple state changes and export to a tablet or web format

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

Outline syllabus:

- Modelling for Games
- Game design for Artists
- Unity basics
- LOD's / Batching / Collisions and Culling
- Lighting in maya / Lighting in Unity
- Light baking and Lightmaps in engine
- Normal maps generation and editing
- Texturing for Games
- Tiling textures and substance
- Multiple UVs and overlays
- Introduction to art direction
- Animation

14. Indicative Reading List

See the “MA Game Art - Indicative Reading List” document for extensive readings that will form the basis of the programme. Specific readings will be assigned to students based on their progression through the programme and their individual learning goals.

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

Students will be taught through direct instruction in tutorials as well as through personal supervision, individual tutorials and group critiques. Students will also be expected to carry out self-study using dedicated online resources. Tutors will also support practical work and self-directed study.

Skills sessions:	c. 105 hours
Studio:	c. 120 hours
Self-Directed:	c. 75 hours
Total Study Hours	300 hours

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

This module is assessed by 100% coursework.

Assignment 1: Product (60%)

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The assessment will test Learning outcomes: K1, K2, K3, I1, I2, I3, S1, S2, S3, T1, T2, T3

This will require students to decide on a subject for their project and research suitable reference material. The subject can be a realistic or stylised interior space which they will then model, texture, light to specific platform requirements, export to a Game Engine and then publish to a Mobile format. To ensure that the project is achievable and meets the requirements of the assignment students should choose a subject for which they can obtain good reference material. We expect students to push themselves and they should consider choosing a relatively complex environment with a rich mix of materials, textures and lighting. The tutor will be able to offer guidance on this when students come to decide on their project.

Assignment 2: Retrospective (40%)

The assessment will test Learning outcomes: K1, K2, K3, I1, I2, I3, T3

This will require students to create a logbook of their progress through the project. This logbook should be in the form of an online blog and as well as containing written elements (c.2000 words) 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 the students are learning as well as the creative and technical decisions they make. It is expected that the student will provide some critical analysis of their own work in the context of current and emerging theory and practice and draw some conclusions from it.

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