

## 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**  
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**  
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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**  
Prerequisite – *Game Art - Foundation*

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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 - Procedural and hand crafted processes and techniques involved in the creation of visually immersive and engaging video games

K2 - The review and exploration of trends in high end games production and the factors that influence the generation of artistic assets

K3 - The relationship between code, design, art and efficient pipelines.

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

I1 - Critically evaluating artistic and technical solutions in relation to complex console and PC level development issues.

I2 - Employing agile practices in a project context distinguishing issues relating to peer schedules and the critical pathways of production

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

S1 - Utilising game engine lighting to reflect design, aesthetic and functional effects of a game level.

S2 - Creating advanced materials and textures within the constraints of console and PC development

S3 - Creating and using art and design bibles for the process of constructing visual tools to inform production and exploring procedural systems for the creation real time content

### 12. The intended generic learning outcomes

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

T1 - 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

T3 - Briefing and scheduling of peers and providing critical feedback

T4 - Research-based problem solving that encompass design, art and technical disciplines

### 13. A synopsis of the curriculum

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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.

For them to develop a console / PC level with navigation, simple state changes and export to PC format

Outline syllabus:

- Advanced Modelling, Sculpting 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
- Procedural and hand crafted Organic foliage modelling and world building

### 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 taught through direct instruction and supervision of tutors and thorough dedicated online resources in the VLE. Tutors also support practical work and self-directed study.

Skills sessions:	c. 100 hours
Studio:	c. 120 hours
Self-Directed:	c. 80 hours
<b>Total Study Hours:</b>	<b>300 hours</b>

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

#### Assignment 1 – Product (60%)

The assessment will test Learning outcomes: K1, K2, K3, I1, I2, S1, S2, S3, S4, T1, T2, T3, T4

This requires students to conceive and create a small interactive scene or Marquette which will demonstrate a range of skills applied in a typical console environment. Attention to every 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 and contain some small dynamic player elements.

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### **Assignment 2 – Retrospective (40%)**

The assessment will test Learning outcomes: K1, K2, K3, I1, I2, I3, T1, T2, T3, T4

This requires students to present their work in a professional context for a group discussion and feedback. The presentation should be approximately 20 minutes in length. 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 they 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