

## 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 – FX and Technical Art
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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)**  
2
9. **Prerequisite and co-requisite modules**  
Prerequisite – *Game Art – Advanced*

## UNIVERSITY OF KENT

### 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...

K4 - Dynamics and FX systems in games and VFX

K4 - Technical systems for real time animation

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

I3 - Evaluating artistic and technical solutions in relation to creating in game FX

I4 - Employing optimal production techniques for advanced technical game art

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

S1 - Creating 2D and 3D content for use in a real-time dynamics systems

S4 - Applying procedural approaches in different contexts

S4 - Creating FX solutions for target platforms

### 12. The intended generic learning outcomes

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

T3 - Communicating and presenting to a variety of audiences in a technical and creative context

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

### A synopsis of the curriculum

To develop students understanding of the technical art process in Video Games and create interactive content in a group project.

Outline syllabus:

- Dynamics for Games
- Animation tools
- Materials for FX
- Procedural tools

### 13. Indicative Reading List

## UNIVERSITY OF KENT

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.

**14. 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>

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

The module is assessed through 100% coursework.

**Assignment 1 – Product (60%)**

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

This assessment requires the student to explore the technical aspects of creating FX simulations for games, refining virtual environments via the introduction of FX elements and utilise many approaches in order to create real time FX that meet the desired visual outcomes as specified in the brief whilst being efficient.

**Assignment 2 – Presentation (40%)**

The assessment will test Learning outcomes: K1, K2, I1, I2, T1, T2.

The assessment requires the student to present their work in a professional context. The aim is to provide detailed insight into the tools and techniques they are learning as well as the creative and technical decisions that 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. The presentation should be approximately 20 minutes in length.

**16. Implications for learning resources, including staff, library, IT and space**

No implications.

**17. 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**

## UNIVERSITY OF KENT

**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.**

**18. Campus(es) or Centre(s) where module will be delivered:**

Pearson College London / Escape Studios

**19. Partner College/Validated Institution:**

Pearson College London / Escape Studios

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

School of Engineering and Digital Arts