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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 – Core
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 2017
4. **The number of students expected to take the module**
c. 60 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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 4
7. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
2 / Summer
9. **Prerequisite and co-requisite modules**
Prerequisites: *Creative Foundations – Project, Creative Foundations – Craft.*

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10. 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

11. 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...

1. Evaluating the success of solutions and the production processes involved in creating art for video games
2. 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...

1. Using appropriate tools and techniques for the creation of basic video game assets to meet specified objectives

12. 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.

13. A synopsis of the curriculum

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

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- 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

14. Indicative Reading List

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-Guption 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/>

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. 60 hrs
Tutorials	c. 20 hrs
Studio Time	c. 45 hrs

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Self-Directed	c. 25 hrs
Total	150 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).

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 assessment will test Learning outcomes: 11.1, 11.2, 11.3, 11.4, 11.5, 12.1

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 assessment will test Learning outcomes: I1, T1

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.

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**

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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