

MODULE SPECIFICATION

1. Title of the module

Studio Project

2. School or partner institution which will be responsible for management of the module

Escape Studios, Pearson College London

3. The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

4. The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

5. Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

MA Storyboarding & Previsualisation

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate a systematic knowledge and understanding of the issues and trends in the theory and practice of discipline specific development and production, focusing in particular on new and emerging theories and technologies.
- 8.2 critically evaluate and select discipline specific techniques needed to complete a substantial project to a professional standard.
- 8.3 apply a range of high level skills to deliver a collaborative creative technical project.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 manage time and resources to meet shared objectives under varying conditions.
- 9.2 communicate creative and technical information in a variety of contexts

10. A synopsis of the curriculum

storyboards, animatic, and final edit with audio and sound design.

Project direction.

Project management and tasks allocation.

Material creation, acquisition and selection.

Project evaluation

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Producing Animation, by Catherine Winder and Zahra Dowlatabadi, Focal Press, 2011

Effective Project Management, Wsocki, Robert K (2009). 5th ed. Wiley Pub.

Project planning, scheduling and control: a hands-on guide to bringing projects in on time and on budget, James Lewis, McGraw-Hill (2001)

Escape Studios Animation Library: <http://lib-guides.pearsoncollegelondon.ac.uk>

12. Learning and teaching methods

Students undertake a collaborative project in a studio environment to meet a given brief. The project is supervised by tutors and supported by studio assistants through regular formative feedback sessions.

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Students are encouraged to take advantage of the potential opportunities to collaborate with students at Escape Studios from different disciplines, such as Visual Effects and Games, mirroring as closely as possible a real studio production environment.

Feedback sessions: 15 hours

Directed study: 285 hours

13. Assessment methods

13.1 Main assessment methods

Collaborative Project 80%

Students will be required to be part of a team which will produce a project demonstrating personal and collective choices in techniques and approaches and their application to meet a professional quality brief. The scope of this project means that students will typically be working with others in a team to complete all the project requirements. The aim is to create a visually engaging and technically accomplished piece which demonstrates that they can follow a brief, work with appropriate guidelines, and be an effective team member. The key is to demonstrate skills that will be recognised as those used in professional production. (LO 8.1, 8.2, 8.3, 9.1)

Group presentation (20 minutes) 20% (LO 8.1, 8.2, 9.2)

This will take the form of a retrospective delivered as a 20 minute presentation, giving students the chance to show their work and reflect on the process and the outcome. It will demonstrate the depth of their understanding their area and its practical application during the project. The presentation should clearly identify the role and remit of each individual student on the project.

13.2 Reassessment methods

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

| Module learning outcome | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 |
|---------------------------|-----|-----|-----|-----|-----|
| Learning/ teaching method | | | | | |
| Feedback Sessions | X | X | X | | |
| Directed Study | X | X | X | X | X |
| Assessment method | | | | | |
| Collaborative Project | X | X | X | X | |
| Presentation | X | X | | X | X |

15. Inclusive module design

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 student support service, and specialist support will be provided where

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16. Campus(es) or centre(s) where module will be delivered

Escape Studios.

17. Internationalisation

Storyboarding is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. Partner College/Validated Institution

Escape Studios, Pearson College London

19. University School responsible for the programme

Engineering & Digital Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|---------------|----------------------|---|-----------------|---------------------------------|
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