

MODULE SPECIFICATION

1. Title of the module

3D for VFX – Core – PRSN4000

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

Pearson College London / Escape Studios

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

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

15 credits (7.5 ECTS)

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

6. Prerequisite and co-requisite modules

None

7. 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

8. The intended subject specific learning outcomes

1. The theory and role of 3D in VFX production its place in the creative industries
2. Evaluating 3D tools, techniques and approaches for the creation of a final rendered image
3. Selecting and using appropriate 3D tools and techniques for use in a VFX production to meet specified objectives

9. 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 defined time and resource constraints
2. Communicating to a variety of audiences in a technical and creative context

10. A synopsis of the curriculum

This module introduces students to the fundamentals of developing 3D assets for use in a visual effects pipeline. It takes you from zero experience to providing a sound foundation on which to build your 3D skills. Through intensive hands-on projects you'll begin to learn the latest 3D software and techniques, including modelling, texturing, lighting and rendering. The aims are:

- To develop students' understanding of 3D for Visual effects
- To provide a grounding in basic practice that will inform students future work and will relate to or complement a chosen career path.

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Key words: 3D, modelling, VFX, lighting, texturing, rendering

Outline syllabus:

- 3D theory and concepts
- Modelling for VFX
- Colour and Surfaces
- Introduction to Texturing
- Shading and Lighting
- Rendering

11. Indicative Reading List

Recommended

- *Maya Visual Effects the Innovator's Guide*, Eric Keller, Autodesk Official Press (2013)
- *Digital Modeling*, William Vaughan, New Riders (2011)
- *Inside VFX: An Insider's View Into The Visual Effects And Film Business*, Scott Ross, CreateSpace Independent Publishing Platform (2014)

Electronic

- <http://www.creativeblog.com/3d-world-magazine>
- <http://motionographer.com/>
- Escape Studios digital resources

12. Learning and Teaching Methods

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 favor of Skills Sessions.

Skills Sessions	c. 60 hrs
Tutorials	c. 20 hrs
Studio Time	c. 45 hrs
Self-Directed	c. 25 hrs
Total	150 hours

13. Assessment methods

13.2 Main Assessment methods

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).

3D Exercise (Formative 0%)

A basic animation exercise, including simple modelling, texturing and lighting. Show that you understand the basic animation pipeline through to final render and export as a movie file. Present for formative feedback at a Studio Crit.

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Assignment 1: Product (75%)

The assessment will test Learning Outcomes: I1, S1, T1

Create a final rendered image of a 3D object that you have created from supplied materials, to satisfy a brief with strict guidelines and limitations. Present for a Panel Crit and demonstrate how you have met the Learning Outcomes in your 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 3: Retrospective (25%)

The assessment will test Learning Outcomes: K1, T2

Use the learning outcomes as starting points for an enquiry into your work over the course of the module. How does your work relate to established theory and practice? How well did you do? What might you do differently next time? Write your analysis, give yourself a grade based on the grading criteria, and present this for moderation and assessment.

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					
Skills Sessions	X	X	X	X	X
Tutorials	X	X	X	X	X
Studio Time	X	X	X	X	X
Self-Directed	X	X	X	X	X
Assessment method					
Product	X	X	X		
Retrospective				X	X

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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 support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered: Escape Studios

17. Internationalisation

Visual effects 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: Pearson College London / Escape Studios

19. University School responsible for the programme: School of Engineering and Digital Arts

FACULTIES SUPPORT OFFICE USE ONLY

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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