



MCAST

Malta College of Arts, Science & Technology

MQF Level 6

AD6-03-19

MCAST B.A.(Hons) Game Art and Visual Design

Course Specification

Course Description

This degree has been developed in response to the increased demand for trained artists and designers who are able to produce rich, interactive experiences by developing conceptual visual graphics for digital games. Students will further their skills in traditional drawing and illustration - the basis for the eventual development of game art. They shall acquire grounding in essential art and design principles, as well as computer-generated design, and concurrently receive a basic knowledge of game theory, analysis and practice. This includes game design, psychology of play, UI, narrative study, digital imaging, 3D-modelling and animation. In their final year students will be encouraged to team up with those reading for the degree in Interactive Media, in order to create fully working games.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

- 1. Develop and prepare 2D and 3D assets for use in a game*
- 2. Understand game design, theory, and gamer psychology*
- 3. Work to a broad range of game design briefs within different contexts*
- 4. Apply traditional and digital art principles and methods to game design briefs*

Entry Requirements

MCAST Advanced Diploma in Art and Design

or

MCAST Advanced Diploma in Graphic Design and Interactive Media

or

2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Art, or Art and Design, or equivalent.

Other Entry Requirements

Students may be requested to sit for an interview and/or present a portfolio of their work.

Current Approved Programme Structure

| Unit Code | Unit Title | ECVET/ECTS |
|-------------------------|--|-------------------|
| CAART-506-1507 | Drawing 1 (Still Life & Landscape) | 6 |
| CAART-506-1508 | Painting 1 | 6 |
| CAART-506-1509 | Sculpture 1 | 6 |
| CAART-506-1510 | Visual Communication | 6 |
| CAART-506-1511 | Contextual Studies in Fine Art | 6 |
| CAART-506-1512 | Photography in Fine Art | 6 |
| CAART-506-1513 | Drawing 2 (Anatomy) | 6 |
| CAART-506-1514 | Digital Media in Fine Art | 6 |
| CAGMA-506-1501 | Multi-disciplinary Story Telling & Game Narratives | 6 |
| CAART-506-1515 | Critical Studies & Research Methods | 6 |
| CAGMA-506-1502 | Psychology of Play for Gaming | 6 |
| CAGMA-506-1503 | Idea Generation for Photography | 6 |
| CAGMA-506-1504 | User Interface Design for Games | 6 |
| CAGMA-506-1505 | Environment Design | 6 |
| CAGMA-506-1506 | Character Design | 6 |
| CAGMA-506-1507 | 2D Animation | 6 |
| CAGMA-506-1514 | Game Design | 6 |
| CAGMA-506-1508 | 3D Modelling Foundations | 6 |
| CAGMA-606-1509 | Production Modelling | 6 |
| CAGMA-606-1602 | Indie Game Design | 6 |
| CAART-606-1524 | Personal Style & Self Promotion | 6 |
| CAART-606-1633 | Law & Ethics | 6 |
| CAGMA-606-1511 | 3D Rigging | 6 |
| CAGMA-606-1512 | Animation for Games | 6 |
| CAGMA-606-1513 | Game Art Open Project | 6 |
| CDKSK-606-1615 | Entrepreneurship | 6 |
| CDKSK-506-1605 | English | 6 |
| CDKSK-506-1526 | Critical Thinking | 6 |
| CADIS-612-1501 | Dissertation | 12 |
| Total ECVET/ECTS | | 180 |

CAART-506-1507 Drawing 1 - Still Life and Landscape

Unit Level: 5

Credits: 6

Unit Description

This unit provides learners with the opportunity to explore drawing concepts and techniques with the aim of encouraging the development of a personal visual language of drawing. Learners will start practicing observational drawing techniques and will explore aspects such as perspective, composition, and mark making. They will be required to draw from various subject matter and will be encouraged to experiment with approaches to drawing and the use of drawing media. The unit will cover some of the various uses of the medium: drawing as a way of exploring ideas and of gathering information about a subject; a means of producing preparatory work; a medium which may be used to produce finished works of art.

Learners should also complete a personal project and are therefore required to develop a personal approach to drawing via the completion of a coherent body of work. Learners will be required to set their own aims, to evolve a technical means to achieve them and to evaluate the success of their approach both during the project and after completion.

Learning outcomes

On completion of the unit students will be able to:

- 1. Use a variety of drawing techniques and media in response to a given subject matter.*
- 2. Produce landscape drawings showing effective use of linear perspective and aspects of composition.*
- 3. Investigate a subject matter of own choice to develop an independent work of art.*
- 4. Present own work for constructive criticism and evaluation by own self and peers.*

CAART-506-1508 Painting 1

Unit Level: 5

Credits: 6

Unit Description

This unit is primarily skills based supplemented with elements of visual and written research. Following a programme of practical hands on activity learners will develop their skills through investigation and practical exploration of oil painting materials, equipment and techniques. Teaching and learning will be focused on the process of oil painting and include formal elements of line, shape, colour and composition leading to a portfolio of exploratory works. Learners will demonstrate their learning in response to a given brief within the wider context of a Fine Art project. Contextual research will help the learner further demonstrate a deeper understanding of both the history and contemporary practice of oil painting evident in the form of written notes and selected images.

Learners will produce a portfolio of artworks together with written research as evidence to demonstrate their knowledge and skills for the unit. This understanding will then be contextualised within the context of a fine art project.

The unit is relevant to learners who wish to develop an understanding of how to create oil paintings within the context of a fine art practice. Although an introductory unit learners are recommended to have a foundation level of competency for fine art practice. Learners should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

Learning outcomes

On completion of the unit students will be able to:

1. *Use a range of oil painting methods, techniques, materials and equipment effectively.*
2. *Manipulate colour in oil paintings.*
3. *Use composition devices in oil painting to direct the visual experience.*
4. *Create a painting or paintings that presents a personal response to contemporary painting.*

CAART-506-1509 Sculpture 1

Unit Level: 5

Credits: 6

Unit Description

This unit introduces learners to a broad range of sculptural processes such as building armatures, model making and techniques with plaster of paris.

Learners will initially be introduced to 3D practitioners throughout history up to and including contemporary exemplars. Learners will then independently research their own exemplars of inspirational 3D practitioners and produce a critical evaluation of their findings. Sculptors who use model making or plaster of Paris in their works should be researched. A variety of research methods should be considered when researching: library, internet, DVD's. All work should be referenced.

Learners will next be introduced to a number of sculptural processes: building armatures and model making. Sculptural briefs will be handed to accompany the demonstrated processes. For each brief the learner will be expected to produce a quality product and should adhere to strict deadlines. Development of ideas and processes should ideally be recorded to aid knowledge retention and prove authenticity of ideas.

Health and safety should be of prime consideration and learners will be required to observe safe studio working practices at all times.

Learning outcomes

On completion of the unit students will be able to:

- 1. Research and critically appreciate 3D practitioners and their work throughout history.*
- 2. Design and construct an armature to a given brief following health and safety requirements.*
- 3. Create an accurate copy of a 3D form in clay.*
- 4. Produce a cast or mould to brief.*

CAART-506-1510 Visual Communication

Unit Level: 5

Credits: 6

Unit Description

The ability to communicate effectively through visual means is one of the basic skills for anyone working within the fields of both Fine Art and Game Design. This unit aims to give learners the opportunity to acquire knowledge and understanding of the way visual media and the formal visual elements of line, space, shape, form, colour, value and texture can be manipulated to communicate ideas. Learners are asked to apply their understanding to the creation of their own body of work, making use of a range of fine art media, and exploring material and formal properties.

In this unit, learners will not be given specific instruction in individual media as this will be provided in other units. Learners will develop the competence to generate, select and develop ideas as well as gaining understanding of the complex relationship between thinking and making.

The unit will culminate in a self-directed project where learners respond creatively to a given brief and will then have the opportunity to present it to an audience. Evaluation of the audience response and of the effectiveness of the work will form the last part of the unit.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Analyse works of art to identify mechanisms of visual communication.*
2. *Generate, select and develop ideas in response to a given brief.*
3. *Organise formal visual elements in own work to communicate ideas to an audience.*
4. *Manipulate media and materials in own work to communicate ideas to an audience.*

CAART-506-1511 Contextual Studies in Fine Art

Unit Level: 5

Credits: 6

Unit Description

The ability to communicate effectively through visual means is one of the basic skills for anyone working within the fields of both Fine Art and Game Design. This unit aims to give learners the opportunity to acquire knowledge and understanding of the way visual media and the formal visual elements of line, space, shape, form, colour, value and texture can be manipulated to communicate ideas. Learners are asked to apply their understanding to the creation of their own body of work, making use of a range of fine art media, and exploring material and formal properties.

In this unit, learners will not be given specific instruction in individual media as this will be provided in other units. Learners will develop the competence to generate, select and develop ideas as well as gaining understanding of the complex relationship between thinking and making.

The unit will culminate in a self-directed project where learners respond creatively to a given brief and will then have the opportunity to present it to an audience. Evaluation of the audience response and of the effectiveness of the work will form the last part of the unit.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Analyse works of art to identify mechanisms of visual communication.*
2. *Generate, select and develop ideas in response to a given brief.*
3. *Organise formal visual elements in own work to communicate ideas to an audience.*
4. *Manipulate media and materials in own work to communicate ideas to an audience.*

CAART-506-1512 Photography in Fine Art

Unit Level: 5

Credits: 6

Unit Description

This is a practice-based unit which introduces learners to the way Fine Art informs and, is informed by, various aspects of photographic culture. The unit explores the way in which photography is, and has been used as a tool by artists, and the way these artistic uses of photography affect how we perceive photography and the world depicted through photographs. Students will complete the unit with an advanced understanding of Fine Art Photography as a genre.

The focus of discussion, while learners produce visual work, will be the way fine art photography uses and challenges the language of other forms of photography, and their reasons for doing this.

The projects which structure this unit, are intended to develop learner's ability to use photography to articulate imaginative, experimental and creative responses to their experience.

Practical and technical skills will be developed as learners use the facilities and attend the course and workshop inductions, though the emphasis of this unit is to extend learners practical and conceptual visual language.

The unit introduces, through seminar discussion and lectures, the ideas which underpin the work of contemporary artists who use photography, and learners will also be introduced to the developments in early photography which impacted on Fine Art practice. The ideas and opinions of artists, writers and curators, will be considered at the start of practical sessions, so that learner's practice has a theoretical framework.

Learners will also have opportunities to work and collaborate with their peers or classmates to discuss and test photographic approaches to their own work, in group tasks. Discussion groups and practical activities will enable learners to reflect on their ideas, and process them through their visual work. Short tasks, which are set throughout the unit, are intended to help learners to gradually develop their photographic language, and to accumulate the confidence to complete the assessed work.

Learners will explore the social and professional contexts of Fine Art practice through the production of site specific work.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Explain the way photographic language communicates meaning in historical and contemporary Fine Art contexts.*
2. *Use a range of photographic techniques in the production of photographic fine art work.*
3. *Propose solutions to refine visual language in Fine Art photography.*
4. *Produce resolved Fine Art photographic work that effectively communicates and contextualises an idea, sensation or concept.*

CAART-506-1513 Drawing 2 (Anatomy)

Unit Level: 5

Credits: 6

Unit Description

This unit is designed to help learners to develop their observational drawing skills and their ability to draw the figure. Learners will become familiar with analytical drawing techniques, anatomy, and the use of drawing media. They will also be encouraged to develop their knowledge on the work of other practitioners. The topics covered in this unit assume some prior experience of drawing from observation.

Upon completion of this unit learners will have a working knowledge of human anatomy and an ability to employ a number of analytical drawing techniques and exercises to enable them to describe what they see through the medium of drawing such as checking angles, vertical and horizontal alignment and measuring. Learners should feel confident in the use of a limited range of drawing media which are pencil, charcoal and ink. Learners will then acquire an understanding of the potential of each drawing media to record visual information. In addition, lectures and exposure to the work of other artists will help learners to develop an understanding of drawing methods and ways of depicting the figure.

During the unit learners will be encouraged to self-critique their work both during creation and after completion. The opportunity to do this will be provided in the form of one to one tuition, group tutorials and via the creation of a portfolio of work for assessment.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Produce figure drawings using the knowledge gained of human anatomy from observation and illustrations.*
- 2. Apply the rules of sight-size techniques and foreshortening to produce accurate drawings.*
- 3. Produce portrait drawings using the knowledge gained of human anatomy from observation and illustrations.*
- 4. Produce creative personal work which explores selected themes in relation to the human body.*

CAART-506-1514 Digital Media in Fine Art

Unit Level: 5

Credits: 6

Unit Description

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has practical outcomes and it is intended to allow the learner to undertake personal research into digital media software/applications suitable for use by a fine artist. Experiment with the features of a range of software/applications and use selected applications to develop their own fine art work. It is a student-centred project-based unit in which tutors acting as mentor provide through seminars and one to one tutorials, support for individual learner's practical activities which will include the use of online resources for identification, analysis and evaluation. Learners will also complete introductory tutorials for a range of selected software, produce digital sketch experiments using selected software and record their activity in a digital sketchbook/e-portfolio/blog. Based upon their investigative, evaluative and online learning activities learners will; identify a suitable topic/theme for their fine art work using digital media, produce a range of creative concepts using digital media and complete digitally mediated fine art work in response to their chosen topic or theme. Finally, learners will, based upon a presentation of their digitally mediated fine artwork to a selected audience, evaluate the overall effectiveness of their artwork and the effectiveness of the software/applications they used.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Conduct personal research into digital media software and applications in a fine art context.*
- 2. Experiment with a range of proprietary software and applications.*
- 3. Use proprietary software and applications to develop a fine art work.*
- 4. Present and evaluate a fine art work made using digital media.*

CAGMA-506-1501 Multi-disciplinary Story Telling & Game Narratives

Unit Level: 5

Credits: 6

Unit Description

This unit considers the importance of narrative and storytelling in multimedia and art. Starting with an appreciation of traditional storytelling techniques, the unit content will go on to develop an understanding of how narrative techniques have developed over the years within literature, art, films and games. Narrative and interactive storytelling structures are now a key element in many art forms and media especially games and genres supporting player/viewer immersion.

The unit provides learners with the opportunity to develop knowledge and skills in storytelling and narrative structures and elements within contemporary media. This will involve critically analysing different approaches taken within a range of media.

The unit will introduce learners to the creative process of writing a narrative brief for a short sequence and using this as a basis to develop a narrative sequence prototype supported by a portfolio of evidence including storyboards and flowcharts.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Describe the historical relevance of storytelling techniques and the effect narrative has on the viewer in multimedia and art.*
- 2. Identify narrative techniques, mechanics, structure and elements within a selection of media and interactive Story Telling techniques.*
- 3. Create a brief for a short narrative related to a medium of own choice.*
- 4. Produce a visual prototype of own created short narrative sequence brief, evaluating critically the narrative sequences and its structure.*

CAART-506-1515 Critical Studies & Research Methods

Unit Level: 5

Credits: 6

Unit Description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals.

This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic.*
- 2. Analyse critically the findings from own research and present it in an appropriate format.*
- 3. Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
- 4. Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

CAGMA-506-1503 Idea Generation for Photography

Unit Level: 5

Credits: 6

Unit Description

This unit will give learners the opportunity to become familiar with methods for generation of ideas within the photographic field. Learners will gain knowledge and understanding of creative thinking, exploration and development that are all related to photography. The unit emphasizes on how to; generate, develop, express, communicate, present and produce ideas outputted through the photographic medium. The unit will have three distinct parts: the first part concerning the use of effective research methods in the history of photography, the second part will focus on idea generation and visual representation of photography, and the third part will concentrate on the implementation and evaluation of ideas related to the photographic genre. An emphasis is placed on the exploration of ideas using a range of photographic techniques and the effective presentation methods of ideas and solutions.

The development of ideas is an essential skill for a wide range of creative fields however the unit deals with the development of this skill in a generic way. This will enable the delivery of this Unit to be contextualised for the photographic discipline.

The unit will develop the individual's knowledge of research methodologies and help refine it through practical experience and also enable learners to draw upon research to formulate and explore ideas in the photographic field.

Using reproduced real-life situations; learners will be given an opportunity statement, which will serve to define the goal of the idea generation task ahead of the learners.

On completion of the Unit learners will gain knowledge and understanding on how to generate ideas and develop skills in the synthesis and presentation of those ideas to an appropriate audience that is an audience targeted to photography.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Use research methods to effectively gather information about history of photography, various techniques and ideas used in photographic medium.*
- 2. Use idea generation techniques to explore and develop ideas and concepts related to photography.*

3. *Use visual methods to communicate and present ideas and concepts to an audience targeted towards photography.*
4. *Produce a creative photographic project and evaluate the process.*

CAGMA-506-1505 Environment Design

Unit Level: 5

Credits: 6

Unit Description

Ethical and resourceful design practise would suggest that energy sources are consciously adopted with the scope of maximising the efficiency of a design. This unit explores the use of some passive or active design strategies in a spatial context with the aim of reducing energy consumption and efficiently utilising design in a scientifically measurable manner.

The learner will be asked to create an efficient spatial design adopting artificial or natural components by exploring relatable topics such as natural ventilation techniques, passive design strategies, systems of enhancing daylight etc. The choice of one's design strategy must prove efficiency through calculable means.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Identify different energy-efficient spatial designs.*
- 2. Apply passive or active design solutions in a spatial design.*
- 3. Present evidence of own energy-efficient design strategy.*
- 4. Evaluate the effect of the chosen design strategy.*

CAGMA-506-1506 Character Design

Unit Level: 5

Credits: 6

Unit Description

In the world of character designing one must start by understanding the principles of character generation through research and practice. To improve their abilities and knowledge learners will go through a series of analysis of other popular international artists' artwork. Thus this adds to them more knowledge on constructive criticism. Understanding and appreciate others work is crucial for every artist to develop his/her abilities and own character.

In this unit learners will have the opportunity to explore approaches relevant to the creation of successful character designs which can be applied to games. Learners will have the opportunity to become aware of a variety of character creation challenges which will give them the opportunity to practice multiple skills. Learners will explore 2D and if possible, also 3D media, become more practical in handling traditional and digital tools, as well as researching styles and influences.

Finally, learners will learn how to produce a character design prototype which meets professional standards. In addition to this learner will also develop the ability to achieve increasingly unique concepts as well as independently assess the quality of their own work by producing a portfolio with a reflection statement. The portfolio should consist all development of the character brought forward; from the beginning till the final stages. While the reflection statement should show the improvement of the learner throughout the unit; this time, academically. In the reflection statement, the learner should include both content list and a Bibliography. This exercise should definitely improve their way in analysing their own work compared with others.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Outline the history of character generation for games and the foundational approaches to creating compelling, unique characters.*
- 2. Understand the fundamental principles, proportion and structure of character design and styles.*
- 3. Create the design of a character according to a given script.*
- 4. Produce and evaluate a finished character design up to professional standards.*

CAGMA-506-1507 2D Animation

Unit Level: 5

Credits: 6

Unit Description

Encompassing various artistic fields used across different media, animation is the medium of expression and communication that enables artists to combine various disciplines into a unique and possibly interactive art form. 2D Animation can be as intimate and personal as a stick figure at the corner of a flipbook, or as expensive and public as animated laser lights splashed upon a cityscape.

Building on the artistic skills gained in previous units, this content is designed to introduce the learner to the knowledge and skills involved in the design and production of two-dimensional computer animation.

They will gain a basis on its fundamental principles and techniques, along with a basic outline of the relationship between cell and computer-generated animation. Following a careful collection of visual references detailing character style and motion, the learner will pursue the creation of 2D animations for use in games. They will correctly design and construct two-dimensional resources within a current software program, and carefully test the outcome on the target medium.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Explain the basic principles of current 2D animation styles and techniques.*
- 2. Produce visual references for the creation of a complex character or object animation.*
- 3. Produce complex animations for use in a commercial game.*
- 4. Assess own final product through a visual demonstration.*

CAGMA-506-1514 Game Design

Unit Level: 5

Credits: 6

Unit Description

Due to their accessibility and diversity, games have become an integral part of popular culture. Interest in game design has experienced an explosive growth, where creators seek to express themselves, socially engage with others, and incite learning and critical thinking through imaginative solutions. There are various tools and techniques available to game designers, which aid in making their games creative, compelling and profitable. This unit covers a practical approach to the theory behind the design of engaging games.

This unit encourages the learner to develop the core analytical skills to deconstruct successful games, while understanding the concepts that make them appeal to their audience. Learners will analyse different game genres in detail, learn how to recognize differences in rules and conventions, and subsequently apply them to develop new games or modified variants. All analysis will base on the fundamental theories of game design, defined by the formal and dramatic elements of gameplay.

Individual research skills will be encouraged through various analyses on historical and contemporary games, with focus put on determining what has made them successful. Research may also include an investigation of technological developments that have enabled changes in traditional game design, to give better or more portable gameplay.

Being at the centre of their experience, the learner will oversee choosing their own areas of interest for research. This element of choice will allow them to focus on games they know well, genres they particularly like, and games that inspire them. Their skills will be challenged with comparative and evaluative work, critical report writing, and the development of a game or modification to put the established theory into practice.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Deconstruct existing games to determine effectiveness.*
- 2. Produce a new or modified game concept based on documented theories.*
- 3. Develop a game concept supported by design theories and peer feedback.*
- 4. Assess own work in view of the outlined game theories.*

CAGMA-506-1508 3D Modelling Foundations

Unit Level: 5

Credits: 6

Unit Description

3D computer-generated art is a versatile practice, which has transformed numerous disciplines, including computer games, filmmaking, architecture, and product design. Despite the variance of its outcome, the fundamental basis of 3D production is identical across all media. This introductory Unit aims to teach its underlying concepts, techniques and developments in the production of high-quality 3D content.

By carefully researching the applications of 3D computer-generated art in different media, learners will acquire an understanding of the basic principles of current 3D modelling. With the fundamental theory at hand, they will be exposed to first-hand experience on the processes used to build a variety of 3D models for different purposes. Throughout their development, learners should ultimately be able to: create objects, manipulate meshes, set up UV maps, apply materials and texture maps to their work, set up the appropriate lighting and cameras, and create high-resolution renders to distribute their work.

The output used for this Unit can be paired with others within the same semester to give purpose to the learner's work.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Investigate the implications of 3D modelling within a commercial setting.*
- 2. Assess sources for the creation of 3D computer models to a defined concept.*
- 3. Create textured 3D models for a virtual environment.*
- 4. Prepare source files for use in a commercial product.*

CAART-606-1524 Personal Style & Self Promotion

Unit Level: 6

Credits: 6

Unit Description

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore a personal response to different styles using a wide range of media in a wide range of outcomes that culminate in a body of work that serves as a self-promotional tool and promotes the learner within the creative arts sector by helping him/her build a broad skill set. Learners will have the possibility to achieve the latter through research, experimentation with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit compliments the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to communicate a range of messages in a contemporary context. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style.

By the end of this unit, learners would have produced a sequential portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they

lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Research the historical origins of a chosen personal style applied to a contemporary context.*
- 2. Select a specialized medium or media to create a self-initiated project in a contemporary context.*
- 3. Determine own identity and personal visual style when creating self-promotional material.*
- 4. Compile a professional portfolio of work specific to chosen career path in the creative arts industry.*

CAART-606-1633 Law & Ethics

Unit Level: 6

Credits: 6

Unit Description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like “rule of law”, “right” and “source”.

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this, learners will have the occasion to approach ethics. They will work on some ethical concepts like “good” and “bad”, “right” and “wrong” as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues.

Moreover, learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts.*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media.*
4. *Choose which ethical approach to use in relation to own creative media area.*

CAGMA-606-1512 Animation for Games

Unit Level: 6

Credits: 6

Unit Description

Animation is a fast-growing industry in the arts, design, media and entertainment. Starting from early television, cartoons and films, animation can now be found in computer games, mobile games and applications, advertising, e-books and web articles, in advertising and the fine arts.

Although the basic principles of animations are consistent in most animated projects, animation techniques will change according to platform and whether or not the project is employing 2D or 3D animation. Exporting files for animations will also change according to whether an animator is exporting for a game, for a short film, or for an animated gif.

This unit will introduce learners to both 2D and 3D animation principles and techniques. Learners should first be introduced to traditional principles of animation, where they can understand the concept of timing, narrative, movement and many other principles through hands-on exercises, drawing and observation. Learners will then become familiar with the 2D and 3D animation software interface and a range of tools within the software package. In the second half of the unit, learners will be required to create an animated sequence in 2D or 3D animation, or a combination of both. In this outcome, learners can be allowed to be more creative in the subject of their animation, however they must still show evidence of proper use of animation principles and techniques.

By the end of this unit, learners should be able to show evidence of both 2D and 3D animation techniques through a variety of technical exercises and an industry-standard creative animated sequence produced to a brief.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Describe the production pipeline in contemporary 2D and 3D animation.*
2. *Use effectively a variety of 2D and 3D animation techniques and principles.*
3. *Produce a creative short animated sequence for a particular platform.*
4. *Export and evaluate an animated show reel up to industry standards.*

CAGMA-606-1513 Game Art Open Project

Unit Level: 6

Credits: 6

Unit Description

Gaming has become increasingly popular over the years, with the concept of gamification spreading from education to business and gaming itself becoming not just a children's or a teenager's hobby but a growing industry that is enjoyed by all ages. Digital gaming has evolved tremendously since its inception and now incorporates areas like console gaming and PC gaming, mobile games, educational games and e-gaming/betting games. The industry of game art itself is vast and depending on whether an artist is working for an AAA game developer or a betting company, they would need very specific skills.

Game Art learners might find themselves working in the art department such as: creating concept artwork, designing characters and backgrounds, animating assets or creating visual effects, doing graphic design and illustration work within a game studio, as well as designing the Game GUI, which is a widely popular band of game art that should be given particular importance in this Unit since it could offer better employability prospects to learners. Learners will therefore have the opportunity to identify which area in Game Art they would like to specialise in to then develop a project that is tailored to it. This is a Unit that would benefit from group work, where each learner can focus on their area of specialisation and work towards a larger project. It would also be interesting for Game Art students to work with Interactive Design students to create a more holistic project, and possibly even a fully working game.

Since the Unit will be learner-driven, tutorials might not be necessary because each learner will require specific training. Nevertheless, it is essential that The word 'open' is key to this Unit, as it should allow learners to creatively interpret the design brief rather than be dictated the specifics. In this unit learners will also have the possibility to identify specialist software and do the required training to produce their open project. To achieve this, learners would need to state how they plan to acquire this knowledge through a proposal.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Identify game art projects related to a specific area of personal interest.*
- 2. Develop a proposal for a creative game art open project.*
- 3. Produce material for the open project using specialist skills.*

- 4. Present the game art open project to stakeholders, and critically evaluate the response and own performance.*