1. **Title of the module**

DIGM5320 (EL532) 3D Production

1. **Division or partner institution which will be responsible for management of the module**

Computing, Engineering and Mathematical Sciences

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

Level 5

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

30 credits (15 ECTS)

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

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

BSc Digital Design

BSc Digital Design with a Year in Industry

BSc Digital Design with a Year Abroad

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Apply the principles of modelling and environments using appropriate industry standard tools.

8.2 Understand the main constraints that affect computer based 3D modelling.

8.3 Effectively communicate through the production of basic 3D models, animation and compositing.

8.4 Knowledge and a critical understanding of the parameters that produce good modelling solutions.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Use Information and Communication Technologies

9.2 Present and communicate their creative and technical work in a timely manner

9.3 Work in flexible, creative and independent ways and to think critically

1. **A synopsis of the curriculum**

This module introduces the 3D Design pipeline using industry-standard software packages.Each technical workshop session includes hands-on training in 3D Design and compositing software. Practical sessions cover 3D modelling, texturing, lighting, animation and compositing.

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

* Williams, R. E. (2009). *The Animator’s Survival Kit: Manual of Methods, Principles, and Formulas for Computer, Stop-motion, Games and Classical Animators*. London: Faber and Faber.
* Derakhshani, Dariush. 2015. Introducing Autodesk Maya 2016. Indianapolis, IN: John Wiley & Sons.
* Palamar, Todd. 2015. Mastering Autodesk Maya 2016. Hoboken: John Wiley & Sons
* Fridsma, Lisa and Brie Gyncild. 2020. Adobe After Effects CC classroom in a book. San Jose, California, USA: Adobe Systems Incorporated.
* Christiansen, Mark. 2014. Adobe After Effects CC: visual effects & compositing studio techniques. Peachpit.

1. **Learning and teaching methods**

60 Contact hours

240 Private study hours

Total hours 300

1. **Assessment methods**
   1. Main assessment methods

Interim Showreel (3-4 weeks development work) (10%)

3D Modelling (3-4 weeks development work) (10%)

Animation (6-7 weeks development work) (15%)

Project and Reflective Evaluation (8-9 weeks development work) (65%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x |
| *Workshops* | x | x | x | x | x | x | x |
| *Tutorial Lectures* | x | x |  | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| *Interim Showreel* |  | x | x |  | x | x | x |
| *3D Modelling* | x | x | x | x | x | x | x |
| *Animation* |  | x | x |  | x | x | x |
| *Project and Reflective Evaluation* | x | x | x | x | x | x | x |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

The module curriculum equips students with the skills, knowledge and best practice required by a range of design industries.

**DIVISIONAL 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) |
| 21/02/18 | Major | January 2019 | 7, 10-13 | No |
| 15/10/2020 | Major | September 2022 | 1,5,6,7,8,9,10,11,13,14,17 | No |