1. **Title of the module**

DIGM8670 (EL867) - Technical Direction

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

Engineering and Digital Arts

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

Level 7

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

15 credits (7.5 ECTS)

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

Spring

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

Prerequisite:

DIGM8390 (EL839) Effects Animation

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

MSc in Digital Visual Effects

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Utilise lighting and shading for storytelling and visual communication.
3. Have an understanding of the fundamental, theoretical concepts in digital lighting.
4. Gain the necessary skills and experience to produce customized light and shading models, which provide aesthetic possibilities not available from "off-the-shelf" packages.
5. Be competent in the use of software and hardware renderers.

These outcomes are related to the programme learning outcomes in the Computer Animation MSc curriculum map as follows: A5, A6, B1-B5 and C1.

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

Learn to use ICT, and will develop core key skills, such as learning effectively, critical thinking and time management, contributing to the Transferable/Key Skills in the generic learning outcomes for the MSc programmes (D2, D5 – D7).

1. **A synopsis of the curriculum**

Considerations relevant to the international job title of a lighting and rendering technical director.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Advanced RenderMan: Creating CGI for Motion Pictures, Apodaca, Anthony A. and Larry Gritz., Morgan Kaufmann, 2000. ISBN 1-55860-618-1
* Digital Lighting and Rendering, Jeremy Birn, 2006, New Riders, ISBN 0321316312
* Learning Autodesk Maya2009-The Special Effects Handbook, Autodesk 2009, Autodesk Maya Press

Background Reading:

* Light Fantastic: The Art and Design of Stage Lighting. Keller, Max. Prestel Verlag, 1999
* Film Lighting, Prentice Hall Press, Malkiewicz, Kris. 1986. ISBN 0671622714
* The RenderMan Companion: A Programmer's Guide to Realistic Computer Graphics, Upstill, Steve. Addison-Wesley, 1990. ISBN 0-201-50868-0
1. **Learning and teaching methods**

Total contact hours: 56

Private study hours:94

Total study hours:150

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

Portfolio (100%)

13.2 Reassessment methods

Like-for-like

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |  |  |
| *e.g. workshop* | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |  |  |
| *e.g. laboratory* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. MCQ test* |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. Presentation* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Portfolio* | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |  |  |
| *e.g. Examination* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School 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**

Current international methods being taught.

**DIVISIONAL 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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018