UNIVERSITY OF KENT

Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

…………………………………………………………..(date)

MODULE SPECIFICATION

1. **Title of the module**
   3D for Visual Effects – Pro (PRSN 5000)

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London / Escape Studios

3. **Start date of the module**
   September 2017

4. **The number of students expected to take the module**
   c. 15 students

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
   N/A

6. **The level of the module**
   Level 5

7. **The number of credits and the ECTS value which the module represents**
   30 credits (15 ECTS)

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

9. **Prerequisite and co-requisite modules**
   Prerequisites: 3D for Visual Effects – Core, Compositing for Visual Effects – Core.
10. **The programmes of study to which the module contributes**
   MArts/BA Art of Visual Effects

11. **The intended subject specific learning outcomes**
    On successful completion of this module, students will have Knowledge & Understanding (K) of...
    1. The creative process involved in developing 3D assets for VFX
    2. The established theories, principles and tools involved in the creation of 3D content for use in a visual effects production
    3. The role of the different elements in the VFX production pipeline

    On successful completion of this module, students will have Intellectual Skills (I) in...
    1. Evaluating established 3D solutions to respond to a given VFX brief
    2. Developing a response to a given brief that meets the creative and technical requirements

    On successful completion of this module, students will have Subject Specific Skills (S) in...
    1. Using established industry 3D tools and techniques to produce visually real assets for VFX
    2. Acting on feedback to improve their practice and providing constructive feedback on the creative and technical work of peers
    3. Communicating and presenting ideas in a technical and creative context

12. **The intended generic learning outcomes**
    On successful completion of this module, students will have Transferable Skills (T) in...
    1. Designing, planning and delivering a project that meets a defined set of objectives within given time and resource constraints
    2. Developing their skills and knowledge through engagement with their peers and wider professional community

13. **A synopsis of the curriculum**
    Following the introduction to visual effects in Stage 1, this module deepens the student's knowledge and understanding of 3D. Through a series of guided tutorials, practical sessions, and studio time, and working with professional-standard software, students will gain a crucial and in-depth understanding of the tools and processes necessary to create digital objects that look real. Tutors will support with training and feedback, and the cohort will, as always, support each other in a collaborative learning environment.

    In short, the aim of this module is to develop students' ability to create photorealistic 3D assets to a professional standard using established industry software and techniques.
UNIVERSITY OF KENT

The aims are:

- To develop students’ understanding of and expertise in 3D techniques for use in a professional VFX environment.
- To introduce students to the requirements of visual realism for the VFX process.
- To give students an understanding of VFX industry pipelines including creative development, 3D production and technical processes

Keywords: 3D, VFX, TV, film

Outline syllabus:

- The theory and processes of professional 3D VFX pipelines
- The user interface (GUI)
- NURBS modelling
- Polygonal modelling
- UV mapping
- Texturing/surface techniques
- Materials
- Lighting
- Rendering

14. Indicative Reading List

Recommended

- *Production Pipeline Fundamentals for Film and Games*, Renee Dunlop, Focal Press (2014)

Electronic

- [http://www.awn.com/vfxworld](http://www.awn.com/vfxworld)
- [http://www.fxguide.com/](http://www.fxguide.com/)
- Escape Studios digital tutor resources

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

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 favour of Skills Sessions.

Skills Sessions c. 100 hrs
Tutorials c. 20 hrs
16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

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 assets exercise (Formative, 0%)**
Create 3D assets in response to mock briefs. Present for formative feedback at a Studio Crit.

**VFX shot preproduction exercise (Formative, 0%)**
Create initial assets for their response to the VFX brief. Present for formative feedback at a Studio Crit.

**Assignment 1: Individual Portfolio (75%)**
The assessment will test Learning outcomes: K1, K2, K3, I1, I2, S1, S2, S3
Create a VFX shot incorporating 3D photo-real elements into a real image. Alongside the image development, build a portfolio of progress through the project. This portfolio should be in the form of an online blog and as well as containing written elements it should also contain images and video to help describe the development of the project. The aim is to provide detailed insight into the tools and techniques the students are learning as well as the creative and technical decisions they make. It is expected that they provide some critical analysis of their own work and draw some conclusions from it.

The portfolio will be assessed through a Portfolio Review.

**Assignment 2: Individual Retrospective (25%)**
The assessment will test Learning outcomes: T1, T2
The student will be required to use the learning outcomes as starting points for an enquiry into their work over the course of the module. How does their work relate to established theory and practice? How well did they do? What might they do differently next time? They will need to write their analysis, give themselves a grade based on the grading criteria, and present this for moderation and assessment.

17. **Implications for learning resources, including staff, library, IT and space**
UNIVERSITY OF KENT

No implications.

18. 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.

19. Campus(es) or Centre(s) where module will be delivered:
   Pearson College London / Escape Studios

20. Partner College/Validated Institution:
    Pearson College London / Escape Studios

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