



<b>Unit Title</b>	How to Make Game Worlds
<b>FHEQ Level</b>	Level 5 (Game Art Pathway)
<b>Unit Code</b>	GMD20204
<b>Credit Value</b>	30 Credits
<b>Unit Type</b>	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	45	Independent Study	100
Supervised access to resources	30	Preparation for Assessment	15
		Unsupervised Access to Resources	110
<b>Total</b>			<b>300</b>

**Unit Description**

**This unit focuses on the conception, realisation and presentation of physical environments in modern game engines.**

It builds on the first year introduction to level design to allow students to focus on the look and feel of environmental design and investigate the technologies that industry uses to create game worlds.

It will facilitate deeper dives into 2D and 3D technology and introduce procedural techniques for creating convincing assets quickly and effectively.

All of this will be underpinned by students understanding the creative techniques that allow them to build to a brief and a specific art style from reference gathering, concepting and building style guides.

*The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):*

1. *Cultivate / Where the individual thrives.*
2. *Collaborate / Where disciplines combine and evolve.*
3. *Integrate / Where education engages industry.*
4. *Advocate / Where purpose meets practice.*
5. *Originate / Where enquiry informs creativity.*

**Unit Indicative Content**

- Introduction to environment design as a creative and technology process.
- Introducing procedural technologies for environment design
- Understanding how to achieve look and feel.
- Observational drawing and reference drawing for environments.
- Deeper dives into the current principle technologies.
- Create a style guide, playable environment and blog.

## Unit Aims

Within the context of the Honours Degree credit framework, the aims of the course are to:

- Develop understanding of how environments are designed to specific briefs and art styles.
- Introduce proceduralism and its use in modern game engine pipelines.
- Encourage students' further engagement with evolving 2D and 3D pipelines.
- Encourage students' to experiment with art style and execution of their designs
- Promote diversity, inclusivity, ethical, social and environmental awareness and provide opportunities for study and progression to all students.

The curriculum design and units will *“facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice.”* (Subject Benchmark Statements, 2017).

## Unit Learning Outcomes (Items in bold are the main focus within each LO for the unit)

### LO1 Cultivate

- **Technical Competence**
- **Subject Knowledge**
- **Resilience**

**Evidence capacity for evolving discipline specific knowledge and technical competencies, supporting academic & practical self-efficacy and evolving employability skills.**

### LO4 Advocate

- **Critical Reflection**
- Professional Identity

**Evidence ability to engage with Critical Reflection, to review, analyse and interpret personal and professional development.**

**Evidence developing working process that identifies consideration and interpretation of social and ethically responsible working methods and how this guides personal professional practice.**

### LO5 Originate

- **Research**
- **Experimentation**
- **Ideation**

**Evidence capacity for considered and aligned enquiry processes to inform practical and theoretical development in physical, written and oral forms.**

**Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide practical and theoretical development in physical, written and oral forms.**

## Learning and Teaching Methods

Learning will be developed through: lectures, practical demonstrations, and online courses provided by 3<sup>rd</sup> parties. It will also feature seminars, tutorials, master classes, critical self and peer appraisal and collaborative working.

Where appropriate external guest speakers will further support delivery on the unit. Students will also need to undertake self-directed independent study to support learning.

The following methods play a significant role in learning and teaching on the course:

- Aligned Workshops, Lectures and Seminar sessions support the core teaching delivery (online and physical classes)
- Research led projects are used to embed an understanding of research and research methods from the beginning to ensure students develop the skill to explore the contexts and conditions of their practice.
- Reflective journals are used throughout the course to promote the development of autonomous, confident and critically reflective, self-directed learners.
- Self-evaluative writing is used to enable students to take responsibility for their own learning by identifying needs and prioritising goals and planning their learning.
- Self-assessment encourages students to take responsibility for monitoring and making judgments about aspects of their own learning.
- Peer assessment is used to promote assessment as part of learning.
- Live projects and student exhibitions and /or pop up events, support an outward facing ethos and encouraging students to develop their practice in relevant professional contexts.

### Assessment methods and tasks

#### Brief description of assessment methods

- *Formative Assessment: You will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.*
- *Summative assessment: Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.*
- *Presentations to peers are usually within a small group environment where at least two tutors are present.*
- *Playable builds should be self-contained and not the editor project files unless stated by the brief*
- *In some cases digital files will be required to assess technical skill.*
- *Students will be notified of grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.*

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
Playable Environment (with Style Guide)	50%
Reflective Blog	50%

### Indicative Assessment Criteria

- **The ability to demonstrate technical competence producing environment assets. (LO1)**
- **The ability to research, collate reference and design assets using that work. (LO5, LO1)**
- **Evidence reflection of current understanding and work to improve ideation and executions. (LO1, LO4)**

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

### Essential Reading list

1. Yot, R (2011). Light for Visual Artists. Laurence King Publishing.
2. Gurney, J (2010). Color and Light: A Guide for the Realist Painter. Andrew McNeal Publishing.
3. Itten, J (1990). Elements of Colour. Spon Press.
4. Doczi, G (2005). The Power of Limits: Proportional Harmonies in Nature, Art and Architecture.
5. Bowkett, S (2013). Archidoodle: An Architect's Activity Book. Laurence King Publishing.

**Detailed further reading and online resources will be provided in the brief and through the unit via AULA**