



COURSE OUTLINE

SGD101 Game Art: Introduction to 2D & 3D

Course Coordinator: Justin Carter (jcarter3@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces the fundamental concepts of 2D and 3D computer graphics for games. The course focusses on the essential skills and knowledge required to actively participate as a game artist in a game production environment. You will engage with and apply techniques and workflow methods commonly used in the games industry, acquiring the skills needed to design and create 3D game assets and communicate visual style effectively.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Laboratory 1 – On campus laboratory for 12 weeks (or equivalent).	2hrs	Week 2	12 times
Online – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
ONLINE 1			
Online – 3 hours online content for 12 weeks (or equivalent).	3hrs	Week 1	12 times

1.3. Course Topics

- Introduction to SGD101
- Visual Representation
- Pre-Production Planning
- 3D Fundamentals
- Digital Modelling Methods
- Professional Modelling Practices
- Textures and Materials
- Patch based surfaces - NURBS
- Advanced Concepts – Sculpting and Texturing
- Rendering Cameras and Lighting

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Describe and explain the technical, creative and aesthetic decision making processes associated with the design process to a technical audience.	Creative and critical thinker
2 Reflect on how an audience would perceive the assets in a real-time application.	Ethical
3 Design a concept brief and project reflections using the method of project quality criteria.	Knowledgeable
4 Apply 2D or 3D design skills to create assets useful in game development.	Knowledgeable Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

You need to be computer literate, have experience in online research, and have skills in using text editing and presentation software.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In each Tutorial, feedback is given to each student when they show their progress of their assessments to the Tutor.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	30%	1000 words	Week 5	Online Assignment Submission
All	2	Artefact - Creative, and Written Piece	Individual	30%	1000 words	Week 10	Online Assignment Submission
All	3	Artefact - Creative, and Written Piece	Individual	40%	1000 words	Week 13	Online Assignment Submission

All - Assessment Task 1: Graphic Identity Project and Reflective Report

GOAL:	This task provides you with the opportunity to plan and design a range of game assets.		
PRODUCT:	Artefact - Creative, and Written Piece		
FORMAT:	<p>This task has four parts:</p> <p>Professional/Industry format.</p> <p>For this assessment, you will be required to design and plan for the creation of a range of game assets. This plan should inform the overall theme for a game design, including, it's graphic/visual style. You will create weekly journal posts to document and reflect on the assets to be produced in Assessments 2 & 3.</p> <p>Academic format.</p> <p>Reflection – this will be a reflective report and will enable you to discuss your design and thinking processes. The report template can be found on Blackboard.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Ideation Process – demonstrate the process used to generate the production plan for the assets from initial inception through to a detailed plan	2 3
	2	Style Development – the development of a consistent look and feel including reference images, thumbs and sketches and reference images	1 2
	3	Assets Production Plan – Identify assets to be constructed and the appropriate production methodology.	1 4
	4	Ethical considerations on audience, technical language used and clarity of writing	2

All - Assessment Task 2: Game art assets Project and Reflective Report

GOAL:	This task has been designed to allow you to explore and produce three unique game art assets and to reflect on this process, audience impact and quality design criteria.																
PRODUCT:	Artefact - Creative, and Written Piece																
FORMAT:	<p>This task has two parts: Professional/Industry format.</p> <p>You will create Game-ready Assets in either a 2D or 3D program, to limits set via the assessment criteria sheet. The Assets should be created in the same theme from assessment 1. Each Asset must be unique in design and overall look to the others. A concept sheet showing front and side views must be created before production of the Asset.</p> <p>Academic format.</p> <p>Reflection – this will be a reflective report and will enable you to discuss your design and thinking processes. The report template can be found on Blackboard.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Design and creation method – demonstrate the process used to generate the production plan for the assets from initial inception through to a detailed plan.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Style Development – maintaining a consistent look and feel across all assets, including; conceptual and technical art such as textures, silhouettes, turnarounds and blueprints.</td> <td>3 4</td> </tr> <tr> <td>3</td> <td>Assets Pipeline Plan – Identify the appropriate methods to create game ready assets. (some 3D assets production/ testing evident)</td> <td>1 3</td> </tr> <tr> <td>4</td> <td>Asset Quality – 2D assets (silhouettes, turn arounds and technical art) should be of high quality and able to be used in final production, this includes high level of detail and consistency.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Design and creation method – demonstrate the process used to generate the production plan for the assets from initial inception through to a detailed plan.	3	2	Style Development – maintaining a consistent look and feel across all assets, including; conceptual and technical art such as textures, silhouettes, turnarounds and blueprints.	3 4	3	Assets Pipeline Plan – Identify the appropriate methods to create game ready assets. (some 3D assets production/ testing evident)	1 3	4	Asset Quality – 2D assets (silhouettes, turn arounds and technical art) should be of high quality and able to be used in final production, this includes high level of detail and consistency.	4	
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All - Assessment Task 3: User Interface art Project and Reflective Report

GOAL:	You will continue with the overall theme you have developed for tasks 1 and 2 and involves the creation of game-ready 3D assets which demonstrate a thorough understanding of the key design concepts explored in this course.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	<p>This task has two parts: Professional/Industry format.</p> <p>This task involves the design and creation of game-ready 3D assets which demonstrate a thorough understanding of the key concepts of the unit including: selection of appropriate software, design and production methodologies.</p> <p>Academic format.</p> <p>Reflection – this will be a reflective report and will enable you to discuss your design and thinking processes.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Asset quality - artefacts are complete and developed using an appropriate methodology 3
	2	Visual appeal - artefact has a consistent visual style - (look and feel), the overall look is aesthetically appealing 1 4
	3	Refinement - artefact demonstrates attention to detail and refinement 2 3
	4	Clarity of writing - decision making process and reflection on practice is clear and concise 1 3

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au