

## Course Outline

**Code: SGD211**

**Title: Game Art: Characters and Vehicles**

**School:** Creative Industries  
**Teaching Session:** Semester 2  
**Year:** 2019  
**Course Coordinator:** Graeme Smyth, gsmyth@usc.edu.au  
**Course Moderator:** Uwe Terton, uterton@usc.edu.au

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 focuses on Game-ready Art, following on from SGD101 Game Art: Introduction to 2D and 3D. You will learn how to design and create a character, a device, and a vehicle. You will learn how to solve real-world problems, improvise, and finish your professional assignments on time, in the correct format and with flair. You will present your projects in a professional manner with integration strategies in mind. Written, visual, and oral communication skills will be employed to explain your work.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

### 2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Discuss the technical, creative and aesthetic decision making processes associated with the design process.	1, 2 and 3	Creative and critical thinkers.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Develop an understanding about how an audience would perceive the assets in a real-time application.	1, 2 and 3	Ethical. Empowered.
Acquire advanced optimization skills in a 2D or 3D art, that will avoid wasting resources, or affect the performance of a real-time application.	1 and 3	Knowledgeable. Sustainability-focused.
Discover innovative ways in which design tools may be applied to produce creative solutions to a diverse range of design challenges.	1, 2 and 3	Empowered. Knowledgeable.

## 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 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

It is assumed that a student will know how to Polygon Model in Maya or 3D Studio Max. It is assumed that students will have an understanding of Photoshop. Both of these basic skills are taught in Game Art I.

## 6. How am I going to be assessed?

### 6.1 Grading scale

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

### 6.2 Details of early feedback on progress

Commencing in Week 1, feedback is given weekly to each student when they show their progress of their assessments to the Tutor.

### 6.3 Assessment tasks

<b>Task No.</b>	<b>Assessment Product</b>	<b>Individual or Group</b>	<b>Weighting %</b>	<b>What is the duration / length?</b>	<b>When should I submit?</b>	<b>Where should I submit it?</b>
1	Artefact - Creative, and Written Piece	Individual	30%	1000 words	Friday, Week 5, 4pm	Online Assignment Submission

2	Artefact - Creative, and Written Piece	Individual	30%	1000 words	Friday, Week 10, 4pm	Online Assignment Submission
3	Artefact - Creative, and Written Piece	Individual	40%	1000 words	Friday, Week 13, 4pm	Online Assignment Submission
			100%			

**Assessment 1: Optimized Game-ready Character and reflective Report**

<b>Goal:</b>	Produce a Character ready for export into a real-time engine. (Acquire advanced optimization skills in a 2D or 3D art, that will avoid wasting resources, or affect the performance of a real-time application.)
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	This task has two parts: Professional/Industry format. a) You will create a Character, in either a 2D or 3D program, to limits set via the Assessment Criteria Sheet. A Character Concept Sheet showing Front and Side Views must be created before production of the Character. Character must be to scale. Academic format. a) 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.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Show creative thinking via concepts, planning and descriptions of your work.</li> <li>• The selection of subject matter for all 3 assignments must be chosen in this assignment and thus assignments 2 and 3 are to adhere to this style.</li> <li>• All assets are to be created to an equal level of quality.</li> <li>• Demonstrate an understanding of optimization techniques and produce assets to as close as possible to an Industry standard.</li> <li>• Must adhere to the Technical Limits set via the Assessment Criteria Sheet.</li> </ul>

**Assessment Task 2: Optimized Game-ready Device and Vehicle, and reflective Report**

<b>Goal:</b>	Produce Game-ready Assets ready for export into a real-time engine. (Develop an understanding about how an audience would perceive the assets in a real-time application.)
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	This task has four parts: Professional/Industry format. a) You will create all Assets associated with the Character created in Assessment 1, in either a 2D or 3D program, to limits set via the Assessment Criteria Sheet. A concept Sheet showing Front and Side Views must be created before production of each Asset. They must be the same scale as the Character. b) You will create one Weapon/Device that the Character will carry with them, or operate. It should be rigged, if it needs to be (examples: weapons that have sub-parts that move, reload etc). c) You will create a Vehicle for the Character to operate and travel a distance with. The Vehicle must be rigged for use with the relevant Character. Academic format. d) 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.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Show creative thinking via concepts, planning and descriptions of your work.</li> </ul>

	<ul style="list-style-type: none"> <li>• The selection of subject matter for this Assessment must adhere to the style set forth in Assessment 1.</li> <li>• All assets are to be created to an equal level of quality.</li> <li>• Demonstrate an understanding of optimization techniques and produce assets to as close as possible to an Industry standard.</li> <li>• Must adhere to the Technical Limits set via the Assessment Criteria Sheet.</li> </ul>
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### Assessment Task 3: Rigs and Animation, and reflection Report

<b>Goal:</b>	Rig and Animate the Character, Vehicle and Device. (Discover innovative ways in which design tools may be applied to produce creative solutions to a diverse range of design challenges.)
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	<p>This task has three parts:</p> <p>Professional/Industry format.</p> <ol style="list-style-type: none"> <li>a) You will rig the Character, Vehicle and Device Models made in Assessments 1 and 2 to specifications set via the Assessment Criteria Sheet. The rigs must be easy to use, robust enough not to break.</li> <li>b) You will also produce 3 Animations.             <ul style="list-style-type: none"> <li>- The first Animation is the Character move cycle loop (i.e. Walk, Run, Sneak etc).</li> <li>- The second Animation is the Character operating the Weapon/Device (i.e. Operating a spy gadget, shooting a gun, throwing an axe etc).</li> <li>- The third Animation is the Vehicle travelling a distance from one point to another.</li> </ul> <p>The Character Animations can feature a Facial pose, or poses, for each Character Animation (i.e. A large evil Character looking angry as they stomp heavily, or a comedic spy looking puzzled as they operate a gadget etc).</p> </li> </ol> <p>Academic format.</p> <ol style="list-style-type: none"> <li>c) 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.</li> </ol>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Show creative thinking via concepts, planning and descriptions of your work.</li> <li>• The selection of subject matter for this Assessment must adhere to the style set forth in Assessments 1 and 2.</li> <li>• All assets are to be created to an equal level of quality.</li> <li>• Demonstrate an understanding of optimization techniques and produce assets to as close as possible to an Industry standard.</li> <li>• Must adhere to the Technical Limits set via the Assessment Criteria Sheet.</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
Sippy Downs	Computer workshop: 3 hours

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

Please note that 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**

Nil

## **8.2 Specific requirements**

Nil

## **9. How are risks managed in this course?**

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

#### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

#### 10.6 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>

#### 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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](mailto:studentcentral@usc.edu.au)