

Module Descriptor

Module Summary Information	
A	Module Title Digital Illustration
B	Module Code: ILD233
C	Credits: 20
D	Level: 2
E	Pre-Requisites: Successful Completion of Level One.
F	Co-Requisites: None
G	Faculty: Arts and Creative Industries
H	Module Leader: Nick Lewis
I	Other Teaching Staff: None
J	HECoS Code: 100062

K	Content Synopsis- Web version
	<p>Modern digital and print production processes have given rise to a growth in the placement and demand for digitally produced illustration. This module will look at the commercial application of these; pixel/ bitmapped illustration, scalable vectors, technical illustration, photo-realistic 3D, etc.</p> <p>The module will allow you to develop your understanding of the contemporary practice and theory in the field. It will give you the opportunity to develop core technical skills and then the scope to apply these within distinct creative briefs.</p>
L	Module Content
	<p>This module focuses upon contemporary illustration practice, requiring students to conduct research and apply this to their own practice, develop techniques and respond to creative briefs. It also seeks to clearly establish the inherit link between 'traditional' illustration methodologies and contemporary digital illustrative practice.</p> <p>Assignments within this module will cover introductory aspects of both pixel based and vector based illustration. Initial tuition will be given in approaches to sketching/ drawing as a way of developing initial creative ideas. Alongside this, students will be expected to independently research a wide variety of illustration methods and practitioners. Students already familiar with the relevant software will have the opportunity to develop their skills further, whilst novices will be shown the basic techniques necessary to fulfil the brief.</p>

M	Module Learning Outcomes
	By the end of this module successful students will be able to do the following:
1	Demonstrate with some degree of innovation, an ability to generate and develop illustration ideas and concepts, incorporating specialised technical, creative and conceptual skills. (PLO. 9)
2	Examine and question the illustrators and designers relationship with audiences, clients, markets, users, consumers &/or participants and plan approaches to work based around that understanding. (PLO. 14)
3	Apply specialist knowledge and understanding to experiment with some of the major developments in current and emerging technologies and begin to critically evaluate the work of other illustrators and designers. (PLO. 15)
4	Develop as self- reflective practitioners using new knowledge, feedback and experience to help improve their work. (PLO. 16)

N	Teaching and Learning Methods	
	Scheduled Activities	Hours
	Studio based Practical projects / coursework	60
	Independent Study	
	Developing work to support and complete required practical projects / coursework	140
	Total Hours	200

Assignment 1: Character Based Illustration (25%)

Deadline: 2nd March 2021 10am

Create a piece of art featuring a character. The artwork will be created entirely in a program that uses bitmap layers (Photoshop, Procreate, Krita etc). The illustration could be concept art, children's book illustration, fashion design etc, but must feature a character.

Deliverables:

Layered 'working file' .psd

Final Artwork .jpg

PDF of development sketches/designs and reference images.

Assignment 2: Instructional Illustration (25%)

Deadline: 13th April 2021 10am

Create an A4 vector art using Illustrator that demonstrates how to avoid an accident or explaining what to do in an emergency. This can be serious, (demonstrating CPR for example), or satirical/humorous (how to use a bouncy castle).

Deliverable:

A4 .ai full colour Illustrator file with 3mm bleed.

PDF of development sketches/designs and reference images.

Assignment 3: Reportage Illustration (25%)

Deadline: 25th May 2021 5pm

Get a friend or family member to find an article that features an illustration. Read through the article with the illustration **removed**, so you don't get any ideas from the original. When the work is completed, you can look at the original illustration to see how your idea and execution compares (We can provide articles if you require).

Deliverables:

Illustration placed within article on A4 page (landscape or portrait).

PDF of development sketches/designs and reference images.

Layered 'working file' .psd / .ai

Final Artwork .jpg

Please bear in mind that simple designs, that are quick to produce will require evidence of a considerable amount of research and development to show design methodology and process.

Assignment 4: Digital Sketchbook (25%)

Deadline: 25th May 2021 5pm

Deliverables: PDF with a collection of all the digital sketches produced over the semester.

#	Title	Exam Length or Word length	Central or Local Exam	%	Summary	Module Mark/ Pass Grade
1	Portfolio of evidence	N/A	N/A	100	Develop work that will test learning outcomes 1, 2, 3 & 4	*
Overall Mark				100		**
Are there Programme Specific regulations that are applicable to this module?						No
If Yes please give details:						
Are programme Specific regulations applicable on every programme that the module is delivered on						No
If No please give details:						
https://my.sunderland.ac.uk/display/AQH/Academic+Regulations						

P	Reading List (Essential)
	Bowater C. Stenning (2015). <i>Beginner's Guide to Digital Painting in Photoshop: Characters</i> . 3D Total Publishing. ISBN 978-1909414143
	Gurney J, (2009). <i>Imaginative Realism: How to Paint What Doesn't Exist</i> ISBN-10: 0740785508
	Gurney J, (2010). <i>Color and Light: A guide for the realist Painter</i> ISBN-10: 0740797719
	Hampton M, (2010). <i>Figure Drawing: Design and Invention</i> ISBN 10: 0615272819

Various. (2018). <i>Digital Painting in Photoshop: Industry Techniques for Beginners: A comprehensive introduction to techniques and approaches</i> . 3D Total Publishing. ISBN 978-1909414761
Wood B. (2019). <i>Adobe Illustrator CC Classroom in a book</i> . Adobe. ISBN 978-0135262160
Reading List (Recommended)
Amundsen E, (2017) <i>Sketching from the Imagination: Characters</i> : 3D Total Publishing ISBN-13: 978-1909414396
BRAZELL D & DAVIES J. (2013) <i>Understanding Illustration</i> , Bloomsbury. ISBN-10: 1408171791
BRAZELL DAVIES (2017) <i>Becoming a successful Illustrator</i> , 2 nd Edition, Bloomsbury: 9781474284240
ZEEGAN L (2014) <i>50 Years of Illustration</i> , Laurence King Publishing: 9781780672793

Q	Programmes using the module as Core/Option:
i	BA (Hons) Illustration and Design
	BA (Hons) Graphic Design

R	Module Delivery
i	On-Campus Yes
ii	Off-Campus No
iii	Distance Learning No
iv	Apprenticeship No
v	Available for incoming Study Abroad students Yes
vi	Professional Accreditation: No <i>(If yes, by whom and what conditions if any are specific to the module?)</i>

S. Version Control

Module Descriptors are checked annually and updated when changes are made to the Module.

Version No		Date	Details of change	Author
V1	Document created	08/03/20	N/A	Nick Lewis
V2	Updated Assignments	25/01/20		NL

Weekly Schedule

Week Beginning	Week		Assignment Deadline
26 th Jan	Week 1	Module Introduction Perspective Refresher Add / Multiply	
2 nd Feb	Week 2	Shape & Composition Lighting	Lit Matte Object (Digital Sketchbook)
9 th Feb	Week 3	Legibility Colour Balance	Specularity (Digital Sketchbook)
16 th Feb	Week 4	Visual Interest Hue Saturation Lightness	Metal Object (Digital Sketchbook)
23 rd Feb	Week 5	Value & Contrast Composition Curves	Facial Expressions (Digital Sketchbook)
2 nd Mar	Week 6	Controlling Focus 'Photo-bashing'	Character Design
9 th Mar	Week 7	Shape Language Semiotics	'Photo-bashing' (Digital Sketchbook)
16 th Mar	week 8	Custom Brushes	Sub-Surface Scattering (Digital Sketchbook)
Break	-		
13 th Apr	week 9	Colour 1 Exposure	Instructional Illustration
20 th Apr	week 10	Colour 2 Gradient Map	Refraction (Digital Sketchbook)
27 th Apr	week 11	Colour 3 Blending Modes	Custom Brush (Digital Sketchbook)
4 th May	week 12	Base 3D objects and overlayed textures	Cloth (Digital Sketchbook)
11 th May	Week 13	AI One to one tutorials	Base 3D objects and overlayed texture (Digital Sketchbook)
18 th May	Week 14	One to one tutorials	
25 th May		Editorial Illustration & Digital Sketchbook	

Subject Specific Assessment Criteria - Undergraduate Modules in Design

These will be interpreted according to the level at which students are working and related to the assessment guidance available for each assignment within this guide

		Categories						
		Relevance	Knowledge, Research and Developmental thinking	Analysis & Problem Solving	Argument / Structure	Critical evaluation, Creative Ideas and Concept	Presentation and Technical Proficiency	Reference to Literature
Summary Description		How well your practical and/or written work responds to the given assignment	The quality of your intellectual enquiry; The ways in which your Research and Developmental thinking evidence your knowledge of the subject	The ways in which your work and supporting materials show your ability to analyse and solve design problems	The ways in which your practical and written work is coherent, logically structured and builds a compelling argument	The quality of your ideas, critical thinking and creative concept, as evidenced by the originality, innovation and impact of your work	How effectively you have used technical and design skills to present and communicate ideas both visually and in writing	The breadth and depth of appropriate literature, expert opinion and design practice referenced in the development and production of work
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling originality, creativity, interpretation or discourse, and exemplary technical and presentational skills appropriate to this level						
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling originality, creativity, interpretation or discourse, and outstanding technical and presentational skills appropriate to this level						
	70 – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling originality, creativity, interpretation or discourse, and excellent technical and presentational skills appropriate to this level						
	60 – 69%	Directly relevant to the requirements of the assignment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, identification and resolution of problems - clear and well organised.	Generally coherent and logically structured, using an appropriate visual interpretation/ mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking and/or creative identity and concept; the generation and synthesis of a good range of creative ideas; May begin to formulate an independent position in relation to theory and/or practice.	Well presented practical work using a good choice of media and demonstrating very good technical proficiency. Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature, design practice and expert opinion. Recognition of different perspectives. Very good use of source material. Uses a range of sources

	50 – 59%	Some attempt to address the requirements of the assignment; May drift away from this in less focussed areas	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, rather than questioning and resolving	Some attempt to construct a coherent visual piece, but may suffer loss of coherence and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a creative concept and position only in broad terms and in uncritical conformity to one or more standard views of the topic; Competent but limited range of creative ideas	Competently presented practical work using a reasonable choice of media and demonstrating some aspects of technical proficiency. Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a variety of literature and examples of design practice which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.	
	40 – 49%	Some correlation with the requirements of the assignment but there are instances of irrelevance	Basic understanding of the subject but addressing a limited range of material	Largely descriptive or narrative with little evidence of analysis or problem solving	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view or concept starting to be formed but mainly derivative; Very limited in development of ideas	Basic standards of presentation in practical work showing some deficiencies in choice of media and/or technical skills A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Some up-to-date and/or appropriate literature and design practice cited. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.	
Fail	35 – 39%	Relevance to the requirements of the assignment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, lacking resolution of problems.	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative	Numerous deficiencies in expression, presentation and technical skills; the designer/writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature and examples from design practice. Over reliance on material provided by the tutor.	
	The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied - for compensation consideration								
	30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.							
	15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.							
	0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.							