DESENVOLVIMENTO VISUAL PARA VIDEOJOGOS

Code: 26006

Main Scientific Area: Audiovisuais

Lecturer: Marta Alexandra da Cruz Madureira

Language of Instruction: Portuguese

Regime: S1

Contact Hours: 15h Total Workload: 85h

ECTS: 4,0

Objectives

In this curricular unit it is intended that students of the Master in Engineering in Digital Game Development (EDJD) have contact with the main methodologies and design processes in the graphic and visual development in a contemporary vision of video games.

Learning Outcomes

The student will develop the following skills in this course:
- To know, in a historical perspective, the visual evolution of video games;
- Acquire language and methodologies in the artistic development of video games;
- Know the main tools of digital design and communication;
- Develop skills in coherent application in key areas such as color, graphic composition, layout;
- Understand and organize the chromatic space of a video game and the insertion of the various elements that make up the final interface;
- Apply appropriate methodologies, techniques and aesthetics in the design of graphic elements, oriented to the development of projects on different platforms and types of video games.- Know the interface of major digital design and pixel art programs such as Piskel;
- Develop sprites sheets;
- Know the main principles of animation;
- Develop skills in technical and aesthetic development of 2D pixel animation.

Course Contents

1. Historical and contemporary examples of concept art for video games;
2. Digital drawing and its importance in visual communication - main authors;
3. Graphic elements, color, composition, shape and layout;
4. Static and animated objective and subjective aspects in visual narratology
5. Graphic dossier development.

Recommended Bibliography

- Melissinos, C. O' Rourke, P. (2012). The Art Of Videogames: From Pac Man To Mass Effect. New York: Welcome Books.
- Clarke, A. Mitchell, G. (2007). Videogames and Art. Intellect: Bristol.
- Isbister, C. (2006) Better Game Characters by Design, A psychological Approach, San Francisco: Morgan Kaufmann Publishers.
- Lankoski, P. (2004) Character Design Fundamentals for Role-Playing Games. In Beyond Role and Play: Tools, Toys and Theory for Harnessing in the Imagination (pp. 139-148). Finland:M. Montola, J. Stenros.
- Silber, D. (2016) Pixel Art for Game Developers, CRC Press Taylor Francis Group
- Solarski, C. (2012) Drawing Basics and Videogame Art, Watson-Guptill Publications

- Solarski, C. (2012). Drawing basics and Videogame Art: Classic to cutting-edge art techniques for winning videogame design. New York: Watson-Guptill Publications
- Peral, J. (2017). Becoming a Video Game Artist: From Portfolio Design to Landing the Job. Boca Raton: CRC Press.

Learning and Teaching Methods

The syllabus contents of this curricular unit are adapted to the needs and objectives of the master. As an engineering course, the Visual Development for Games course unit complements and offers the knowledge of the practice of graphic and artistic development. It also provides a general introduction to the concepts of image theories applied to video games, and an understanding of the imagery universe in which they move. Exercises are applied to apply the acquired knowledge corresponding to the learning moments.

Assessment Methods

Evaluation:
- Strict compliance with established work plans;
- Autonomy and implementation of work proposals;
- Critical capacity;
- Attendance, punctuality and participation; Attendance and punctuality are determining factors for a good performance in the course, as well as for the preparation of future professional life.

The final classification of the discipline is obtained through the evaluation of all work proposals. For this purpose, only the works duly accompanied by the teacher are considered and any delivery after the date (up to the maximum limit stipulated) will suffer a penalty in the evaluation.
The evaluation is continuous and is based on the development of practical exercises completed in a video game art project:
- Continuous assessment exercises: 40%
- Art Dossier: 50%
- Student attendance, punctuality, interest, critical capacity and response: 10%