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| **Assessment Number**  | 1 |
| **Assessment Type (and weighting)** | Academic written assessment (60%)Annotated Bibliography (40%) |
| **Assessment Name** | Creative Industries Contexts |
| **Assessment Submission Date** | 12th April 2022 |

**BA Games & Graphics**

**Learning Outcomes Assessed:**

**LO1.** Analyse the institutional context of creative media production and how that influences production

**LO2.** Appraise contemporary socio-economic issues and debates across the creative industries

**LO3.** Compare and contrast the development of creative industry products in the context of global drivers

**LO4.** Evaluate the reliability and validity of academic resources

**Assessment Brief**

Throughout this module you will develop your understanding of key contextual and theoretical debates, surrounding the creative contexts of game production. Through research, debates and analysis you will enhance your understanding of contextual approaches to the creative industries and inform your own practice and set it within a wider historical, social economic and political context.

By engaging in visual and textual analysis, you will be provided with an opportunity to increase your appreciation of products within the games and the broader creative industries – analysing similarities and differences between Eastern and Western practices and global drivers.

**Assessment Evidence**

Creative Industries Context will be evidenced across an academic written assessment and a supporting, annotated bibliography.

**Academic written assessment (60%)**

This module will be assessed through written tasks. The first assessment will take the form of a 2500-word academic written assessment (60%). The assessment will place focus on a specified area of the creative industries. You will be required to select a theory or a practice within the creative industries to create an in-depth analysis, which illustrates debates, issues and context.

**Annotated bibliography (40%)**

The second assessment will take the form of a written annotated bibliography. The annotated bibliography will be based on the assessed essay and will require you to elucidate reasons for the choice of sources used for the essay.

**Minimum Secondary Research Source Requirements:**

**Level HE5** - It is expected that the Reference List will contain between **ten and fifteen**. As a MINIMUM the Reference List should include **three refereed academic journal** and **three academic books.**

**Specific Assessment Criteria:**

(Please note that the General Assessment Criteria will also apply)

**First class (70% and above):**

Students will demonstrate an excellent knowledge of directing practices and frameworks. Reflective logs should evidence thorough initiation and development of a range of thematic thought-processes and approaches based around contemporary and current directing processes, which, through critical analysis, will culminate in a substantial body of work. The reflective learning journal will be presented coherently and logically structured with an index to identify the evaluated processes and sources accurately cited in-text and in the reference list.

**Second class (50-69%):**

Students will provide a very good level of knowledge and understanding of the key debates that exist around the industry that you have chosen to study. There will be evidence of sound arguments and clear and logical conclusions will be drawn. The presentation will be logically structured with the information presented in an effective way. Sources will be accurately cited in the presentation and in the reference list.

**Third class (40-49%):**

Students will provide an adequate level of knowledge and understanding of the key debates that exist around the industry that you have chosen to study. An attempt must be made to try and create a logical argument and to draw conclusions from it. The information in the presentation will be structured and a reference list with the sources used for the presentation must be provided.

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

**Recommended Reading**

BOARDWELL, D. & THOMPSON, K. (2010) Film Art: An Introduction. 10th Ed. New York: McGraw-Hill.

BURGEN, K. (2013) Game Design theory. A new philosophy for understanding games. London: Boca Raton

CHAUDHURI, A. (2005) Contemporary World Cinema. Europe, the Middle East, East Asia, South Asia. Edinburgh University Press.

COOK, D. A. (2016) A History of Narrative Film. 5th Ed. New York: W.W. Norton & Co.

EYE. THE INTERNATIONAL VIEW OF GRAPHIC DESIGN. Croydon: Quantum Publishing

HELLER, S. & VIENNE, V. (2012) 100 Ideas that changed Graphic Design. London: Laurence King

JOURNAL OF DESIGN HISTORY. Design History Society. Oxford Press

LACY, N. (2016) Introduction to Film. New York: Palgrave. LENOS, M. (2012) An Introduction to Film Analysis: Technique and Meaning in Narrative Film. London: Bloomsbury Academic

SCHELL, J. (2019) The Art of Games Design. 3rd Edition. A.K. Peters

WALLIS, T. (2011) Film – A Critical Introduction. London: Lawrence King

WILLIAMS, A. (2017) History of digital games. Focal Press

UK CORNELL, L. and HALTER, E. (2015) Mass Effect: Art and the Internet in the Twenty First Century. Massachusetts: Massachusetts Institute of Technology

DUNNE, A. and RABY, F. (2014) Speculative Everything: Design, Fiction and Social Dreaming. MIT Press: New York