



## Course guides

### 804239 - E3D - 3D Scenarios

**Last modified:** 02/09/2021

**Unit in charge:** Image Processing and Multimedia Technology Centre  
**Teaching unit:** 804 - CITM - Image Processing and Multimedia Technology Centre.

**Degree:** BACHELOR'S DEGREE IN VIDEO GAME DESIGN AND DEVELOPMENT (Syllabus 2014). (Compulsory subject).

**Academic year:** 2021    **ECTS Credits:** 6.0    **Languages:** Catalan, Spanish, English

#### LECTURER

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**Coordinating lecturer:** Ripoll Tarré, Marc

**Others:** Masana Lafuente, David

#### PRIOR SKILLS

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Basic 3d modeling and texturing.

#### DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

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**Specific:**

CEVJ 7. Master the wide range of professional tools in the sector for developing all kinds of digital content.

CEVJ 8. Design, model, texturise and animate 2D and 3D objects, characters and scenes for inclusion in digital projects, audiovisual sequences and video games.

CEVJ 9. Apply advanced modelling and animation, post-production and special effects techniques to the creation of digital content and/or its inclusion in a video game project.

**Transversal:**

04 COE N2. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.

06 URI N3. EFFECTIVE USE OF INFORMATION RESOURCES - Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.

07 AAT. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.

05 TEQ. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.

#### TEACHING METHODOLOGY

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Exhibition and learning of new content through theory, references and practical cases.

Participatory class, problem-solving activities and discussion.

Practical work with contents seen in class. Exercises will be proposed to work during the week to improve the experience necessary to master the 3d design tools.



## LEARNING OBJECTIVES OF THE SUBJECT

- To understand the theory of level design.
- To plan game levels adapting to every possible mechanic, aesthetic and narrative combinations.
- To understand the work methodology used by professional videogame studios and analyze the importance of teamwork.
- To know commonly used techniques applied to level design.
- To strengthen the modeling, texturing and lightning basics.
- To use the subject learning to create professional high quality level designs.
- To adapt the concepts of 2d design and illustration into the creation of interactive levels.
- To do the exercises proposed in class applying the correct structure, presentation and planification and maintaining a good orthographic and grammatical level.

## STUDY LOAD

Type	Hours	Percentage
Hours large group	18,0	12.00
Self study	90,0	60.00
Hours medium group	32,0	21.33
Guided activities	10,0	6.67

**Total learning time:** 150 h

## CONTENTS

### Level design

#### Description:

Planning & preproduction.  
Game types.  
Environment art.  
2d vs 3d.  
Progressió visual.

#### Related competencies :

06 URI N3. EFFECTIVE USE OF INFORMATION RESOURCES - Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.  
07 AAT. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.  
05 TEQ. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.  
04 COE N2. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.

#### Full-or-part-time: 41h 20m

Theory classes: 5h  
Practical classes: 8h 20m  
Guided activities: 3h  
Self study : 25h



## Architecture and lightning

### Description:

Architecture and urban planning.  
Visual perception and lightning.  
Virtual sets.

### Related competencies :

06 URI N3. EFFECTIVE USE OF INFORMATION RESOURCES - Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.  
07 AAT. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.  
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**Full-or-part-time:** 41h 20m

Theory classes: 5h

Practical classes: 8h 20m

Guided activities: 3h

Self study : 25h

## Content creation

### Description:

Digital sculpture and painting.  
Map extraction.  
Photogrametry.  
Baking of light.

### Related competencies :

CEVJ 8. Design, model, texturise and animate 2D and 3D objects, characters and scenes for inclusion in digital projects, audiovisual sequences and video games.  
CEVJ 7. Master the wide range of professional tools in the sector for developing all kinds of digital content.  
CEVJ 9. Apply advanced modelling and animation, post-production and special effects techniques to the creation of digital content and/or its inclusion in a video game project.  
07 AAT. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.

**Full-or-part-time:** 41h 20m

Theory classes: 5h

Practical classes: 8h 20m

Guided activities: 3h

Self study : 25h

### Export and integration

**Description:**

Interactivity.  
Collision model.  
Effects.  
Optimization.

**Related competencies :**

CEVJ 8. Design, model, texturise and animate 2D and 3D objects, characters and scenes for inclusion in digital projects, audiovisual sequences and video games.

CEVJ 7. Master the wide range of professional tools in the sector for developing all kinds of digital content.

CEVJ 9. Apply advanced modelling and animation, post-production and special effects techniques to the creation of digital content and/or its inclusion in a video game project.

07 AAT. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.

**Full-or-part-time:** 26h

Theory classes: 3h

Practical classes: 7h

Guided activities: 1h

Self study : 15h

## ACTIVITIES

### Level design

**Description:**

To design a game level from a variety of rules and concepts specified in the documentation of the exercise. This is an individual task.

**Specific objectives:**

To design a functional game level, following the classroom documentation.

**Material:**

Classroom documentation, Adobe photoshop, Microsoft Word.

**Delivery:**

Upload to the folder located in the Àgora campus, as specified in the classroom documentation.

**Related competencies :**

06 URI N3. EFFECTIVE USE OF INFORMATION RESOURCES - Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.

**Full-or-part-time:** 10h

Self study: 10h



### Production of a game level

**Description:**

Following a design guide, a 3d level must be created, alongside its game executable. This is a group activity.

**Specific objectives:**

Teamwork.  
3d assets production.  
Game engine integration.

**Material:**

Autodesk Maya, Unity 3d

**Delivery:**

The project will be presented in class. Documentation, graphics and a working executable must also be uploaded to the campus.

**Related competencies :**

CEVJ 9. Apply advanced modelling and animation, post-production and special effects techniques to the creation of digital content and/or its inclusion in a video game project.

CEVJ 8. Design, model, texturise and animate 2D and 3D objects, characters and scenes for inclusion in digital projects, audiovisual sequences and video games.

CEVJ 7. Master the wide range of professional tools in the sector for developing all kinds of digital content.

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05 TEQ. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.

**Full-or-part-time:** 20h

Practical classes: 5h

Self study: 15h

## GRADING SYSTEM

2 exercises

1 exercise with a weight of 15% of the final grade for the course.

1 exercise with a weight of 30% of the final grade for the course.

1 control

1 mid-term exam with a weight of 15% of the final grade of the course.

Final exam

A final exam with a weight of 30% of the final grade for the course.

Participation and learning attitude: 10% of the grade for the course.

Re-evaluation exam: possibility of re-evaluating the weight of the final grade corresponding to the partial and final exam (45%). Only students who have not passed the course can apply.



## EXAMINATION RULES.

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A part of the exercises can be done during the classes with the teacher of the course. Students will also have to dedicate time for autonomous work (after hours), to carry out the exercises. To do so, the indications specified in the working document must be followed.

Once the exercise is finished, it will be deposited in the Virtual Campus in the delivery room and on the corresponding date. Only those exercises delivered before 24:00 of the deadline will be taken into account to assess those exercises.

The documents have to be completed, following the instructions, especially regarding the name of files. The correct management of the documentation provided is one aspect of the competencies to be acquired and part of the evaluation.

## BIBLIOGRAPHY

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### Basic:

- Kremers, R. Level design: concept, theory, and practice. Wellesley, MA: A.K. Peters, 2009. ISBN 9781568813387.
- Birn, J. Digital lighting and rendering. 3rd ed. Berkeley, CA: New Riders, 2014. ISBN 0321928989.
- Sjoerd "Hourences" de Jong. The hows and whys of level design. [Belgium]; [Morrisville]: Sjoerd de Jong: Lulu.com, 2006.

### Complementary:

- Demers, O. Digital texturing and painting. [S.l.]: New Riders, 2002. ISBN 0735709181.
- Brown, B. Cinematography: theory and practice: image making for cinematographers and directors. [s.l.]: Focal Press, 2011. ISBN 9780240812090.
- Ahearn, L. 3D game textures: create professional game art using Photoshop [on line]. 3rd ed. Waltham, MA: Focal Press, 2012 [Consultation: 21/12/2016]. Available on: <http://www.sciencedirect.com/science/book/9780240820774>. ISBN 9780240820774.
- Kerr, N. Techniques of photographic lighting. New York: American Photographic Book Publishing, 1982. ISBN 0817460241.
- Rogers, S. Level up!: the guide to great video game design. 2nd ed. Chichester: Wiley, 2014. ISBN 9781118877166.

## RESOURCES

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### Hyperlink:

- [www.digitaltutors.com](http://www.digitaltutors.com). Resource
- <http://level-design.org>. Resource
- <http://www.brainstorm-digital.com>. Resource