

# SM3131: ART DIRECTION

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Art Direction

### Subject Code

SM - School of Creative Media

### Course Number

3131

### Academic Unit

School of Creative Media (SM)

### College/School

School of Creative Media (SM)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Art Direction is an inseparable part of dramatic movie making, which sets a consistent visual tone of the entire movie through the creative control of color, texture, compositions, light source etc.. With in-depth case studies, it's the aim of the

course to equip students with the knowledge and technique of art direction. Equal emphasis is placed on training students' creative visual treatment in translating senses, thoughts and feelings into moving images. It also aims at stimulating and equipping students with the necessary skills to create their own unique visual expression and style. Students of the course are expected to apply such knowledge and skill in their own project.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explore the professional world of art direction	x		
2	Experience the hand-on production process of executing artistic vision into well-structured moving images	x	x	
3	Acquire art direction techniques from pre-production to post-production stages and apply the aesthetic and technique of art direction in a narrative project		x	x
4	Create a visually rich video that demonstrate strong sense of artistic control and craftsmanship in art direction	x	x	x
5	Transform basic technical competence into a unique style or personal signature		x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and Demonstration and Analysis report	In-depth analysis on the works of art direction in film and television with demonstration of clips from TV and movie and class discussion	1
2	Lecture and Demonstration and Practice	Perform a series of exercises in areas of art research, color consistency, color contrast, texture, composition etc..	2, 3
3	Demonstration and Practice	The making of an art direction showreel	3, 4, 5

**Assessment Tasks / Activities (ATs)**

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Critique on class materials	1	20	
2	Individual video exercises with specific assigned theme	2, 3, 5	20	
3	Individual and group presentation on exercises and work in visual styles and art direction	2, 3	20	
4	Final individual project	4, 5	30	
5	In- class participation	1, 2, 3, 4	10	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Critique

**Criterion**

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of ‘discovery’ lies in a student’ s ability to negotiate a position that is informed, defensible, and standing on personal insight.

**Excellent (A+, A, A-)**

- Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue

**Good (B+, B, B-)**

- Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

**Fair (C+, C, C-)**

- Adequate content, fair ability to integrate various resources based on demand
- Fair organization with adequate structure and composition
- Relevant points made to the subject matter in question
- Ability to respond to other statements and engage in class discussion

**Marginal (D)**

- Weak content, limited use of resources
- Poor organization, structure and composition

- Relevant points to the subject matter, marginal ability to interpret opinions
- Ability to respond to other comments in simple terms

**Failure (F)**

- Inadequate content, no/ irrelevant use of resources
  - No organization, structure or/and composition
  - Irrelevant points to the subject matter, no ability to interpret opinions
  - Fail to respond to other comments
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**Assessment Task**

2. Video Project

**Criterion**

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

**Excellent (A+, A, A-)**

- Work has strong affective quality and the articulation of personal styles and signature
- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Work raises questions and instill insights about the process of conception, creative strategization and production
- Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

**Good (B+, B, B-)**

- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

**Fair (C+, C, C-)**

- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

**Marginal (D)**

- Marginal appreciation of the aesthetic and expressive qualities of the medium
- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

**Failure (F)**

- No appreciation of the aesthetics and expressive qualities of the medium
  - Fail to create project/ work that demonstrate the processes of thinking and creative exploration
  - Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
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**Assessment Task**

3. Individual/ Group Presentation

### **Criterion**

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

#### **Excellent (A+, A, A-)**

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

#### **Good (B+, B, B-)**

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

#### **Fair (C+, C, C-)**

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

#### **Marginal (D)**

- Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

#### **Failure (F)**

- Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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### **Additional Information for AR**

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

## **Part III Other Information**

### **Keyword Syllabus**

- Role & Responsibilities of an Art Director
- Translating senses & feelings into visuals
- Color Movement, Rhythm in Color
- Art Direction in relation with Light, Camera Movement, Wardrobe, MakeUp
- Creating and maintaining a visual tone in a movie
- Establishing time and space with tonal changes
- Painting with Art Direction
- Neo Expressionism in Art Direction
- Video collage
- In-depth case studies

### **Reading List**

**Compulsory Readings**

Title	
1	To be determined by instructor

**Additional Readings**

Title	
1	Nil