Teacher Name: Mr. Miller

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Course Description:

This course is very much a hands-on self-directed course requiring the student to manage their time and resources well to:

a) Develop hands-on ability to manage and pitch/propose a design project and effectively use the design process.
b) Master and harness the concepts, principles, and creative energy that are essential to communicating powerfully with game design and modeling.
c) Learn how to master the game design and modeling software such that you can produce a high quality and inspired game designs.
d) Apply and reinforce your knowledge and skills to relevant design projects

Students are expected to know the following:

- Principles of design and modeling landscapes and buildings
- the role of the game designer and audience in a variety of contexts
- the influence of visual culture in social and other media
- contributions of innovative animators and storytellers
- the influence of social, cultural, historical, political, and personal context on animations
- a range of local, national, global, and intercultural artists and movements
- cross-cultural perspectives as communicated through game design and modeling
- Personal and social responsibility associated with creating, perceiving, and responding in game design and modeling.

Course Expectations:

It is expected that students will:
- Abide by the student Code of Conduct
- Adhere to the Academic Honesty policy
- Adhere to the Summer Learning Student Engagement policy
- Respect yourself and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of your individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge yourself and have fun learning
- Bring all necessary materials to every class
- Complete all assigned assignments and be accountable for correcting their own work

Big Ideas:

By the end of this course students will be expected to display understanding for the following big ideas in Game Design:

1. Game Design and Modeling are unique art forms that use specific processes to convey a message.
2. Active participation in game design and modeling contributes to culture and personal identity, and reveals insights into the human experience.
3. Refining artistic expression requires perseverance, resilience, and risk taking.
4. Purposeful artistic choices enhance the depth and impact of the meaning in a body of work.
5. Growth as an game designer and modeler is dependent on perseverance, resilience, and reflection.

Curricular Competencies:

Students will be able to use creative processes to:

Exploring and creating

- Make games and models collaboratively and as an individual using imagination, observation, and inquiry
- Demonstrate creative thinking by using ideas inspired by exploration
- Engage in appropriate risk taking to express moods and ideas
- Demonstrate active and disciplined engagement in resolving design challenges

Reasoning and reflecting

- Understand the purpose of a critique and choose when to apply suggestions

Communicating and documenting

- Share, document, and appreciate models and animations in a variety of ways and contexts
- Make models and games with a specific audience in mind
- Communicate ideas and express emotions through art making

Connecting and expanding

- Design models and games to reflect personal voice, story, and values in connection with a specific place, time, and context
- Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through graphic arts
- Explore the practice habits of professional modelers and game designers and other people in related careers
- Apply problem-solving skills for innovation

- Demonstrate increasingly sophisticated application of the principles of modeling and game design

Exploring and creating

- Make models and games collaboratively and as an individual using imagination, observation, and inquiry
- Demonstrate creative thinking by using ideas inspired by exploration
- Engage in appropriate risk taking to express thoughts and emotions
- Demonstrate active and disciplined engagement in resolving design challenges

Reasoning and reflecting

- Identify and initiate inquiry and effective critique strategies
- Describe, analyze, interpret, and evaluate, using appropriate terminology, how animators and modelers use materials, technologies, processes, and environments in art making
- Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations
- Develop personal answers to aesthetic questions

Communicating and documenting

- Share, document, and appreciate graphic works in a variety of ways and contexts
- Anticipate the audience and make design choices with an understanding and respect for their impact on that audience
- Communicate ideas and express emotions through art making

Connecting and expanding

- Design artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context
- Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through graphic arts
- Expand skills, processes, inquiry, and works of art in connection with family, community, and the world
- Explore the career opportunities of professional game design and modelling and other people in related careers
- Apply problem-solving skills for innovation
- Demonstrate increasingly sophisticated application of the principles of game design and strategies, processes, and technologies

Core Competencies:

The following core competencies will be incorporated into the delivery of this course:
- Communication

- Creative thinking
- Critical thinking
- Positive personal and cultural identity
- Personal awareness and responsibility
- Social responsibility

For more detailed information visit: https://curriculum.gov.bc.ca/competencies

Basic Schedule:
a) Presentation skills
b) History of game design and modeling and their technologies
c) Principles of game design and modeling
d) Design process – How to develop ideas, research, plan, organize and manage a project
e) Basic game design
f) Basic modeling
g) Final projects

Assessment:

Assessment of student performance will include the following:
- Formative
  - Self-assessment
  - Projects
  - Assignments
- Summative
  - Projects
  - Presentations
  - Tests for key concepts
  - Self-assessment

Evaluation:

Learning Activity	Percentage of final Mark
Ongoing formative and summative Project-based assessments	80%
Test and Quizzes	20%
Total	100%