

Course: Game Design 11

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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 game design and development process.
- b) Master and harness the concepts, principles, and creative energy that are essential to communicating powerfully with game design.
- c) Learn how to master the game design software such that you can produce a high quality and inspired recordings.
- d) Apply and reinforce your knowledge and skills to relevant recording projects

Students are expected to know the following:

- Principles of game design
- the role of the artist and audience in a variety of contexts
- Personal and social responsibility associated with creating, perceiving, and responding in game design.
- media technologies for game design development and design and for manipulating selected game design elements
- ethical, moral, and legal considerations associated with using media arts technology for game design development
- personal interpretation of and preferences for selected game designs
- values, traditions, and the characteristics of various artists, movements, and periods
- balance of aesthetic design with logical reasoning and practical application
- media production through various stages of project development to enhance or change the project
- standards-compliant technology
- critical evaluation of online resources
- technology to support collaboration and interaction with others
- strategies for developing a digital dossier
- career opportunities in digital arts

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 is an art form and method that uses specific processes to convey a message.
2. Personal design interests require the evaluation and refinement of skills.
3. Tools and technologies can be adapted for specific purposes.
4. Refining artistic expression requires perseverance, resilience, and risk taking.
5. Purposeful artistic choices enhance the depth and impact of the meaning in a body of work.
6. Growth as a game design designer is dependent on perseverance, resilience, and reflection.

Curricular Competencies:

Students will be able to use creative processes to:

Exploring and creating

- Make game designs 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

Connecting and expanding

- Create game design designs 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 the practice habits of professional modelers and animators and other people in related careers
- Apply problem-solving skills for innovation

Exploring and creating

- Work 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

- 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
- Expand skills, processes, inquiry, and works of art in connection with family, community, and the world
- Explore the career opportunities of professional game design designers and other people in related careers
- Apply problem-solving skills for innovation

Defining

- Choose a design opportunity and point of view
- Identify potential users
- Make inferences about premises and boundaries that define the design space

Ideating

- Take creative risks to identify gaps to explore as design space
- Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities
- Prioritize ideas for prototyping and designing with users

Testing

- Identify feedback most needed and possible sources of that feedback
- Develop an appropriate test of the prototype
- Gather feedback from users over time to critically evaluate their design and make changes to product design or processes
- Iterate the prototype or abandon the design idea

Making

- Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available
- Use project management processes when working individually or collaboratively to coordinate production

Sharing

- Share their progress while making to increase feedback, collaboration, and, if applicable, marketing
- Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes
- Identify new design issues, including how they or others might build on their concept

Applied Skills

- Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time

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 technologies
- c) Principles of game design
- d) Design process – How to develop ideas, research, plan, organize and manage a project
- e) Game Design documents
- f) Unreal engine basics
- g) Final game project

Assessment:

Assessment of student performance will include the following:

- Formative
 - Self-assessment
 - Planning and Organizing
 - Reflections and Learning Journals
- Summative
 - Portfolio
 - Self-assessment

Evaluation:

Learning Activity	Percentage of final Mark
<i>Ongoing formative and summative Project-based assessments</i>	80%
<i>Portfolio</i>	20%
Total	100%