

Game Design Syllabus

•**Success involves WORK and the PROCESS OF ELIMINATION.** You will be evaluated more on the uniqueness and quality of your design work as opposed to your technical/computer skills. Exploration and risk-taking will be rewarded. Good design demands time and the exploration of a variety of possible ideas, so show all of your work and take the time to explore options.

•**Game Design Communicates.** You must understand the language of art before using it. Getting line, color, shape, space, and text to say what you want them to say takes lots of practice.

•**Assignments:** We'll work in both traditional and digital media. The expectation is for all students to develop ideas (ideation) in their sketchbooks/computers through freehand drawing and software explorations before attempting a final project.

I.) Expectations in Game Design: Try!!

A.) Ideation: The real effort of successful students shows itself in the development of design ideas. The only thing that you can't erase is a bad idea.

-Students are expected to research hardcopy and online examples of game design. You'll know what good work looks like and expect more from yourself.

-A minimum of 3 ideas for each project must appear in your sketchbook. We'll decide which concept is strongest, then refine it using pencil and marker.

B.) Follow class procedures: DAILY SCHEDULE:

-Play by the rules. Making strong design involves that process of eliminating the weaker ideas, and that takes time.

-50% of your grade hinges on your design process.....your BODY OF EVIDENCE (BOE).

C.) Role Playing: In this course, you will play the roles of storyboard artist, illustrator, graphic designer, art director, and animator. You will not play a programmer role, but coding enthusiasts are welcome to apply their knowledge and skills beyond assigned content.

D.) Behavior Expectations: You are now young adults with extensive classroom experience. The question is, can you act like an adult? I really want to treat you like grownups, but we must agree on a common goal and work together to reach it. Our priority is doing our best to create strong video game design. Playing video games during class time will result in a 'Zero' for that day.

BODY OF EVIDENCE (BOE) : 50%	ARTISTRY: 50%
Attendance: Show up, breathe, and act interested in the class.	Overall impact: The project holds the viewer's attention by communicating ideas/feelings in interesting ways.
Respecting norms: Mature, on-task behavior is the only way to succeed in a performance-based class.	Craftsmanship: Thoughts of 'FLITE' are evident.
Actively pursue solutions: The 'Visible Evidence' of effort. Notes, drawings, and a solid effort in class show that you care enough to try.	Creativity/Risk taking: Student's artwork shows exploration and personal challenge. Personal sacrifices of time to achieve excellence are evident.
Contribute to critiquing process: Participate in class critiques both verbally and in writing.	Media control/knowledge: The student uses software and the computer in controlled and purposeful ways. You know the programs.

II.) Keys to Successful Design: V-O-I-C-E.

ASSESSMENT 10 points possible per week.

50%: BODY OF EVIDENCE: 3 class periods. Documented Evidence of progress towards completion. Due beginning of class day 3.	Beginning little/no.... 0	Progressing emerging... 1	Advanced strong... 2
1.) Essential Questions Researched & Answered: -Typed or -Hand Written.	...documentation of research. Poor quality of information.	...research points to some depth of new information.	...in-depth level of research reveals new information.
2.) Activities/Homework: Tutorials/On campus Photo shoots/Sketches/Daily Reflective Journal all saved in Google Presentation. -Photographers: Submit 10 off-campus images each unit.	...participation results in poor in-class production/progress.	...participation. Some progress evident in work produced.	...use of time reveal exploration & completed work.

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50%: PRODUCT: The quality of your final strongest artwork. V•O•I•C•E		Beginning Score 0 or 1 Artwork presents....	Progressing Score 2 or 3 Artwork presents...	Advanced Score 4 Artwork presents...
1.) Visual interest/Hook. Purposeful use of art elements. State Standard #3	10%	point of interest and design unity are lacking.	point of interest and design unity are emerging.	point of interest and design unity create visual impact.
2.) Originality/Imaginative. Evidence of effort communicating a new idea. State Standard #1.	10%	poor attempt to explore a new idea.	some indication of a creative exploration.	highly original ideas communicated.
3.) Intent. Success communicating intended message? State Standard #4	10%	little to no communication of unit objective.	begins to address objectives of the unit plan.	obvious expression of intended idea.
4.) Craftsmanship. Materials well used. State Standard #3	10%	little to no control of camera or Photoshop software	an emerging proficiency with camera/Photoshop	purposeful & controlled use of all tools
5.) Examine/Evaluate. Analysis of art. Use of Element/Principle vocab lends credibility. State Standard #2	10%	lack of participation in the critiquing process.	responses often use art vocabulary in proper context.	responses always benefit artist with credible feedback

Homework, tests, and sketchbook participation provide additional points separate from project grades.

IV.) Knowledge Flow; The stuff you'll learn in Game Design:

TRHS Game Design Curriculum Map: By the end of the semester, students will demonstrate proficiencies in the following skill sets.

IDEATION & RESEARCH	ADOBE ILLUSTRATOR	ADOBE PHOTOSHOP	CINEMA 4D	DESIGN & CREATIVITY
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<p>Body of Evidence: BOE: Internet based & book research (Approx 1-hr per project): -Typed or Hand Written.</p> <p>Thumbnail sketches to communicate ideas.</p> <p>Digital Rendering to communicate ideas.</p> <p>Storyboarding</p> <p>Design Diamond</p>	<p>Menu Items</p> <p>Document Window & Panels</p> <p>Selections</p> <ul style="list-style-type: none"> -Direct select tool -Selection tool -Multi-select <p>Strokes</p> <p>Fills</p> <p>Shapes and shape modifications</p> <p>Anchor point</p> <p>Bezier Curves</p> <ul style="list-style-type: none"> -Handles to alter curvature <p>Vector</p> <p>Layers</p> <p>Stacking order</p> <p>Brushes</p> <p>Patterns</p> <p>Pathfinder Functions</p>	<p>Menu Items</p> <p>Document Window & Panels</p> <p>Selections</p> <p>Cutting/Copying</p> <p>Pasting</p> <p>Layers</p> <p>Resolution</p> <p>Pixels & Raster images</p> <p>Image Size</p> <p>Filters</p> <p>Combining Photoshop images with Illustrator vectors</p> <p>Compositing Multiple Images</p>	<p>Menu Items</p> <p>Interface.</p> <p>Project Settings.</p> <p>Object Hierarchy.</p> <p>Object Categories.</p> <p>Object Subcategories.</p> <p>Creating a Model.</p> <p>Polygon creation.</p> <p>Simple vs. Editable</p> <p>Polygon editing:</p> <ul style="list-style-type: none"> -Point mode -Edge mode -Polygon mode <p>Splines and Sweep Nurbs</p> <p>Manipulating & Modifying Polygons.</p> <p>Extrusions</p> <p>Extrude Inner</p> <p>Simple Animation: Keyframes.</p>	<p>Journaling & Research</p> <p>Rendering/Thumbnail Sketches:</p> <ul style="list-style-type: none"> -Gesture figures -Landscapes -Cityscapes -Perspective (single and 2 pt) -Vehicles/craft <p>Application of Art Elements</p> <p>Application of Design Principles</p> <p>End: V-O-I-C-E</p> <p>Visual Impact established in all work</p> <p>Clearly communicate intended idea</p>
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Daily tasks are divided into 2 categories: Design Practices and Software Practices.

Time Table	Task/Role	Design Practices (45-min daily)	Software Practices (45-min daily)
Week 1	Documentation and Body of Evidence/Student	Understand the class workflow, expectations, and methods of documenting your progress.	
Weeks 2-3	Game Plots/Script Writer Link#1	Write a basic plot outline that answers: Who plays the main character? Describe physical and emotional traits of the protagonist. What obstacle or challenge must the main character (gamer) overcome? When does the action take place? Where does the action take place? Why does the protagonist (main character) care? What is their motivation to reach the goal and win the game?	Intro/Review Adobe Illustrator . Intro/Review Adobe Photoshop .
Weeks 4-6	Storyboarding/Storyboard Artist (Characters, vehicles, environments) Intro software basics.	A series of ideation sketches that visually communicate your game's plot and answers all of the questions above (who, what, when, where, why?). Show, don't tell. Intro to pixels and vectors in Photoshop and Illustrator.	Intro Cinema 4D.
Weeks 7-13	Visuals Refinement/Illustrator (Characters, vehicles, environments)	Both on paper and in Photoshop/Illustrator, refine your game's environment, vehicle, and character designs.	
Weeks 13-15	Software Integration/Graphic Designer	All digitally, work from background to foreground. Place characters and vehicles into 3 different digital game environment scenes.	
Week 16-18	Final integration/Animation	Use Cinema 4D to animate motion in your 3 finished game scenes.	

General Content: This course supports the artistic/design development of non-violent video games. We will explore issues within the genres of adventure, role playing, simulation, and strategy games. Shooter and horror game content will not be permitted. Simple platform, maze, and paddle games will be bypassed in favor of design in simulated 3D space.