

Unit 4: Developing a Stage

Media Arts 8

20 Class Meetings

Created: August 2022

Essential Questions

- How can artwork be used to create interactive experiences?

Enduring Understandings with Unit Goals

EU 1: Game Development software can be used to animate artistic assets.

- Utilize game development software to create movement
- Create an illusion of fluid movement using static images

EU 2: Game development software can be used to make artwork interactive

- Design spaces for the character to inhabit
- Use either original or freely available assets to add other characters into the game world
- Implement interactions between the main character and other characters

Standards

- MA:Cr1.1.8 Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.
- MA:Cr2.1.8 Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
- MA:Cr3.1.8b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.
- MA:Pr5.1.8c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.
- MA:Re8.1.8 Evaluate media art works and production processes with developed criteria, considering context and artistic goals.
- MA:Cn10.1.8a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.
- MA:Cn11.1.8b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Game Development Software
 - Introduce the game development software with an overview of its uses and general capabilities.
 - Explore the different menus and panels within the program to determine their uses.
2. Importing Assets
 - Import assets from our Unit 3 photoshop file and organize sprites/rig vectors.
 - Import a placeholder Tileset to test the movement of the character asset.
 - Synthesize information from the placeholder tileset to design one that is closer to the environment concept art from Unit 2
 - Reference environment concept art to create simple sprites representing objects such as trees, foliage, structures etc.
 - Organize Sprites and Art to create convincing game environments
 - Create actors for placing main character and other entities within the environments
3. Testing
 - Utilize the inspector to implement interactions between main character and the environment and to modify attributes affecting its movement, size, scale etc.
 - Enter play mode and test the parameters that were set
 - Experiment with different conditions to achieve desired fluidity in gameplay
 - Create project package in preparation for Peer Testing
4. Peer Testing
 - Give feedback to regarding their controls and include ideas for what you would want to see as next steps in the game

Key Terms – Panel, Actor, Tileset, Scale, Inspector, Scene, Scripts

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Daily Learning Objectives with *Do Now* Activities

Students will be able to...

- Discuss the differences between major Game Development programs and explain why we are working in the one chosen for our curriculum.
 - Do Now: What would be a reason why you would want to use google docs over Microsoft word?
- Explore the Game Development program interface in preparation for importing their assets.
 - Do Now: Can you name a Game Development Engine that you have seen?
- Utilize a demo project file to interact with different panels in the software.
 - Do Now: What is the name of the Panel below the play preview called?
- Import previously created character assets into the Game Development software and organize them so that they can be animated. **
 - Do Now: What is an asset?
 - Do Now: What challenge did you face last class when importing your character?
- Import a Tileset using premade assets that the character can interact with. **
 - Do Now: What is a Tileset?
 - Do Now: What is an Actor?
- Reference their concept art from Unit #2 to alter an existing or create an original tileset that is more representative of their concept. **
 - Do Now: Give one Descriptor for the environment you created in Unit #2
 - Do Now: Are you altering an existing Tileset or creating an original set for yourself?
- Implement ideas from their concept art to design placeable objects within their game world. ***
 - Do Now: Name a key component of your game's environment. (Trees, Rocks, Structures)
 - Do Now: When compared to creating a character do you believe creating environmental components is easier or harder? Why?
 - Do Now: Give an example of an environmental component you have created.
- Apply best practices to introduce the placeable objects into their game environment
 - Do Now: What is the setting of the Stage you are working on?
- Utilize actors to dictate asset positions in the stage and begin play testing to ensure that Objects interact with each other appropriately
 - Do Now: What is an Actor in Game Development software?
- Manipulate inspector panels to modify the speed at which Characters move and interact with the created game stage and test. **
 - Do Now: Is your stage using a fixed or dynamic style camera? Why?
 - Do Now: While it is funny to use large or small values in the inspector for different speed scales what were your final comfortable values?
- Test and reorganize components of their stage to be completable by their peers.
 - Do Now: What can you adjust within your stage to ensure it meets a minimum play time of two minutes?
- Export their project and in groups of three playtest each other's projects.
 - Do Now: What is a method we can use to share our projects with our peers?

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- Provide feedback to members of their group concerning gameplay.
 - Do Now: What department in the games industry did you all participate in by reviewing each other's games?
- Implement feedback from group members and submit completed stage with feedback and scoring guide.
 - What was a piece of feedback you received that you found helpful?

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Accountable talk
- Homework
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Assignment modification
- Speech to text
- Sentence starters
- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Provide correct pronunciation by repeating student response
- Word wall
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

EL DIFFERENTIATED INSTRUCTION:

- Word walls with visuals
- TWPS (Think, Write, Pair, Share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit Modeling
- Key Vocabulary
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Google Form Surveys
- TWPS
- Accountable Talk Discussions
- Oral Questioning
- Exit Slips
- Do Nows
- Thumbs
- Submission of Environmental Assets
- Submission of working Game stage

SUMMATIVE ASSESSMENTS:

- Unit Task Scoring Guide
- Rubric #3 Teamwork

Unit Task

Unit Task Name: You Want Me to Play That?

Description: Students will implement Game Development software to animate their assets. (EU1) Students will create a stage from their game that is ready to be played by other people. (EU2) This stage is a culmination of all of the work the students have done thus far in the year, and they will receive feedback from their peers on what is working and what they would like to see implemented in the future of the project.

Evaluation: Scoring Guide submitted with project, peer feedback and Teamwork Rubric.

Unit Resources

- Chromebooks
- Computer Lab
- Wacom Pen Tablets
- Google Classroom
- Google Chrome
- Google Docs, Google Slides
- Teacher computer
- Classroom monitor (TV)
- Photoshop
- Game Development Software
- Game Development Tutorials