Board/Authority Authorized Course Framework Template

development skills will be stressed as well as student creativity. Students will be encouraged to explore all the major genres of video games throughout the course. They will be expected to create game layouts, examine the architecture of a game, character development, backgrounds, audio and animations.

Goals:

- 2D digital art generation and simple 2D animation
- Programming principles common to every programming language
- Gamed design concepts that create enjoyable experiences
- Principles of art and animation that create a pleasing aesthetic
- Proficiency in using a modern game engine to create a video game

Aboriginal Worldviews and Perspectives:

Understanding indigenous cultural sensitivity in the development of games is imperative and opportunities to explore aboriginal perspectives within the Art and Game Design are significant. This is a heavily project-based course with numerous opportunities to explore topics of personal or societal interest. Students will be encouraged to both incorporate aboriginal artistic elements in their projects as well as to explore culturally relevant topics.

Some of the First People Principles of Learning closely tied to this course include:

Learning in a holistic, reflective, experiential and relational

Learning is embedded in memory, history and story

Learning involves patience and time

Learning requires exploration of one's identity

Course Name: Grade:

BIG IDEAS

Game design /storyboarding are different from game consumption and requires a distinct skillset

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	Students are expected to know the following:
History: x Identify different hardware used to make video games during the last 30 years. x Identify various historical games that influence current video games. x Demonstrate an understanding about graphic technology and how it has changed. x Demonstrate an understanding about how we currently interact with games. Ideating/Design: x Identify various game genres (action, fighting, sport simulators, and others). x Identify the crucial aspects that determine various game types. x Identify the different types of gamers that play games. x Demonstrate an understanding of what determines a good game. x Demonstrate an understanding about what ingredients make a good game. x Demonstrate the formal meaning of the word “a game”. x Identify the different rules that form the structure of a game. x Demonstrate the ability to formally review game titles. x Demonstrate an understanding of game architecture. x Demonstrate the ability to understand and use the Game Maker interface. x Demonstrate the ability to modify already created sprites and create original sprites using an art program. x Demonstrate the ability to understand the limits and potential of using Game Maker as a creative tool. x Demonstrate what a balanced game must include. x Create a story that will interest the gamer. Prototyping x Develop a maze game that incorporates appointed criteria. x Develop a platform game that incorporates appointed criteria. x Develop a scrolling shooter that incorporates appointed criteria.	-History of video games and industry -Understand graphic technology and interaction techniques -Game play and the diversifying game market -Formal structure design of games and good game development through game architecture and the connection with hardware and software -Class creation within the context of programming language objects that require both variable and functions -Structure of design, sequence and flow control statements including conditionals, looping structures and game loops -Programming language constructs to support input/output, logic, decision structure, and loops -Fundamental art elements -Principles of animation - Industry terminology - Integration of 2D art design and 2D game engine - Strategies to predict effects of code modification - Translation of design specifications into source code