

Video Game Design Sehome High School

Instructor: **Jennifer Styer**
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Location: **Room IA1**

Course Website: <http://wwwshs.bham.wednet.edu/Academics/Teched/videogame.htm>

Course Length: **1 Year/180 hours**

Course Cost: **Sketchbook**

Prerequisite: **None**

Credits: **.5 occupational Ed.
.5 fine arts**

Course Description:

Turn your passion for video games, art/graphic design or technology into a future in the multi-billion-dollar video game industry. A wide range of skills will be developed in the class including storyboarding, sketching, and rendering using a variety of software. Once we develop an artistic foundation we will focus on creating characters, background maps, and animations to import into the Fun Editor. This class will be taught through team projects and hands-on assignments. The class culminates with an eight-week team game that is presented to the community.

College Credit:

This course is College Tech Prep approved and articulated with Bellevue Community College's Animation and Graphics program. Students who demonstrate proficiency of the required BCC course competencies (B or better grade in Video Game Design) by the end of their 1st or 2nd semester of Video Game Design *may* earn college credit through the College Credit and Careers Network application process in high school. See the Proficiency Checklists below for competencies required for college credit. It will take most students two semesters to demonstrate proficiency. Most of the competencies will be covered in class; some may require additional independent work by the student. The instructor will work with the student to verify completion of the required college competencies. Students who achieve competency, may earn college credit for these BCC courses:

ANIM 120 – Animation Foundations (5 credits)

ANIM 121 – Imaging Foundations (5 credits)

Text: ANIMATOR'S SURVIVAL KIT, WILLIAMS -- ISBN: 0571202284

Course Objectives:

1. Develop realistic drawing skills.
2. Understand and apply elements of color theory, design, and composition.
3. Develop a fundamental knowledge of Flash, Rhino, 3D Studio.
4. Develop a working knowledge of PhotoShop and its place in industry.
5. Learn animation techniques using a variety of digital imaging concepts.
6. Follow the design process to create original game ready artwork.

Course Standards:

- Draw what you see
- Use and apply the elements of art and principles of design
- Design 2D video game graphics using PhotoShop
- Design traditional animations
- Create animation sets in Flash
- 3D model using Rhino software
- 3D animate using 3D Studio Max
- Understand file limitations
- Develop a portfolio

Proficiency Checklist:

- Describe different animation genres and styles.
- Demonstrate an understanding of spacing and timing in animation.
- Describe the twelve principles of animation.

- Define pose to pose and straight ahead animation.
- Describe the use of exposure sheets.
- Demonstrate several methods of exaggeration and squash and stretch.
- Develop a walk cycle.
- Demonstrate effective staging.
- Incorporate easing-in and out into animations.
- Incorporate secondary actions into animations.
- Describe some important events in animation history.
- Develop a stop motion or time-lapse project.
- Demonstrate an understanding of animation tools.
- Incorporate principles of animation into all animated projects.
- Able to navigate and use tool bars and basic functions in PhotoShop using keyboard shortcuts.
- Able to create and prepare a variety of images using PhotoShop.
- Use PhotoShop and other software tools to produce a simple animation.
- Understand and use basic concepts of layout and design.

Critical Work Functions/Key Activity:

Technical Knowledge:

- Knowledge of various graphical applications and sources of graphic images.
- Knowledge of principles of layout and graphics.
- Ability to develop aesthetically pleasing elements.

Employability Skills:

- Ability to mentally picture outcomes.
- Ability to think creatively while solving problems.
- Ability to judge effectiveness of graphics, animation, audio and video content.
- Ability to judge content and form and reconcile to overall project image.

Digital Media Critical Work Functions:

- Performance Analysis;
- Produce Visual and Functional Design;
- Perform Media production and Acquisition;
- Implement and Test Design Enterprise

EXPECTATIONS:

You will be expected to acquire, to the best of your ability, the skills, knowledge, and techniques as they relate to this course. Additionally, such skills as technical writing, listening, thinking, and the use of technology will be improved through instruction, review and practice.

Grading:

Grades should be available online at Parent Connect. Grades are based on points earned on projects. Students who miss class should come in after school to finish projects. Projects usually include sketching, and following the design process including self and peer evaluations. Below is an example of a game rubric.

Strong	Average	Needs work	Categories
			Idea: Originality, creativity, imagination
			Code: Functionality No bugs/glitches, well thought out, complete
			Graphics: looks good, recognizable, doesn't detract from gaming experience, detailed, well thought out complete
			Game play: Fun, challenging, user-friendly, smooth, easy to learn

MAKE UP WORK AFTER EXCUSED ABSENCE:

You must contact me to find out what you missed before school, during break, or after school on the day you return. The work must be made up by the next class period. (Absent 1 day; find out what you missed on the day you return; turn in work the following class day.) Most assignments require specific software available only in the Sehome Design Lab.

STEPS BEFORE ASKING YOUR TEACHER FOR HELP

1. Try answering any questions on your own-use what you know about other programs.
2. Refer to the S:/ for further information.
3. Use the software's HELP function: – an extremely important step.
4. Ask a nearby student for help.
5. Ask the teacher for assistance.

Do all you can to help yourself and others learn. Sometimes that means allowing others to “figure it out for themselves”.



DISCIPLINARY ACTION

A sequence of steps will be followed for any circumstance or situation that interrupts or interferes with the learning/teaching atmosphere in the classroom or any other learning/teaching environment. Breaking school rules jumps to step 3 & 4; such as leaving class without permission-truancy).

1. Visual warning
2. Verbal warning and possible loss of daily points
3. Conference with student after class and/or phone call home
4. Phone call home and/or office referral
5. Temporary removal from classroom and/or office referral and /or call home
6. Conference with parent(s)/guardian(s)
7. Administrative action
8. Permanent removal from class.

ATTENDANCE

Regular on time attendance and active positive participation are essential in order to understand and appreciate the topics covered in this class. It is also a critical life-long work skill. Irregular attendance and/or excessive tardiness will seriously affect your achievement in this class and consequently your grade.

TARDIES

4 tardies: ASA

6 tardies: Saturday School

8 tardies: Referral to your administrator for possible short-term suspension.

Excused and unexcused tardies are both counted the same for this policy. School related tardies are not to be counted as tardies for this policy.

Communication:

I'm in room IA1 and my phone extension is 5281.

I find it easiest to communicate via email. If you have email please send me a quick message and I will save your address to keep you updated throughout the semester jstyver@bham.wednet.edu