Unit 2: Giving Thoughts Form
Media Arts 8
15 Class Meetings

Created: August 2022

Essential Questions
- How can we as developers plan to create an immersive world?   - How can art and storytelling be used to assemble an original gaming experience?

Enduring Understandings with Unit Goals
EU 1: Developers use a collection of different programs to layout proposals for projects.   - Conceptualize the ideas that will compose the game development project.   - Summarize the setting plot and characters for the game development project.   - Create concept art defining the characters and setting of the game development project.   **EU 2:** Storyboards can be used to organize ideas and give scope to an otherwise undeveloped narrative.   - Further define concept art for the game development project.   - Discover the use of storyboarding in professional development settings.   - Create a storyboard to define the direction of the narrative in the game development project in preparation for presentation

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.
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Unit Content Overview

1. Planning for Game Development
    o History of video games discussing different art styles.
    o Brainstorm Ideas for game genres, settings, and characters.
2. Creating an Outline
    o Implement the use of word processing software to draft an outline of the brainstormed ideas.
    o Use computer software to sketch a main character concept, other characters and settings for the game.
    o Utilize computer software to put together a storyboard and create a visual sequence to reinforce the conceptual art created.
    o Export assets from design program and combine them with the outline in a presentation
3. Presenting your proposal
    o Present outline and storyboard.
    o Small groups will use scoring guide to provide feedback to each other

Key Terms – Setting, Character, Genre, Concept Art, Outline, Setting, Storyboard, Export, Asset, proposal

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Daily Learning Objectives with *Do Now Activities*

Students will be able to…

- Explore the history of Video Games by reviewing and discussing major advancements in the medium.
    - Do Now: What was the first game you played and on what console did you play it?
- Compare and contrast the different genres of games we can create within the scope of the class and decide on a genre to plan their project for.
    - Do Now: What is your favorite genre of game?
- Establish a setting and time period for the game to take place.
    - Do Now: What time period do you enjoy the most in fictional works?
- Develop a main character and primary antagonist with key descriptors and a narrative conflict.
    - Do Now: What is a Conflict?
- Synthesize information from your outline of the setting to create concept art representing it. ***
    - Do Now: Is your story based in the past, present or future?
    - Do Now: Does your story take place in a fictional or non-fictional space?
    - Do Now: What would be a new interesting setting for your game that you did not already cover in your outline?
- Create their character concept art by implementing descriptors from their outlines. ***
    - Do Now: What is a key descriptor in your Main character's appearance?
    - Do Now: What is a key descriptor in your Primary antagonist's appearance?
    - Do Now: How will a player of your game be able to distinguish your primary antagonist from other characters in the game?
- Establish a narrative for their story using a storyboard style template to organize their ideas.**
    - Do Now: What is a storyboard?
    - Do Now: Looking back on what you have created this unit, what is your favorite piece of concept art?
- Implement the use of PowerPoint to compile their outline, concept art, and storyboard in preparation for presenting their project proposal.
    - Do Now: Do you feel that you have all the components to prepare a final proposal for your project?
- Present your proposal to an audience and engage in active listening to provide feedback to your peers.**
    - Do Now: What is one behavior of an active listener?

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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 outline ● Submission of Storyboard **SUMMATIVE ASSESSMENTS:** ● Unit Task Scoring Guide ● Rubric #3 Teamwork

Unit Task
Unit Task Name: It All Starts With an Idea **Description:**   Students will implement the use of various computer software to draft and refine a proposal for their year long game development project. (EU1) The proposal must include an outline of the plot, characters, and settings of the game. Along with key conceptual art for the main characters and settings described in the outline students will also create a storyboard. (EU2) Students will then pitch their concept to a group of peers who will provide constructive criticism that the presenter can implement to bolster their proposal. **Evaluation**: Scoring guide and Rubric #3: Teamwork

Unit Resources
● Chromebooks ● Computer Lab ● Wacom Pen Tablets ● Google Classroom ● Google Chrome ● Google Docs, Google Slides ● Teacher computer ● Classroom monitor (TV) ● Photoshop ● Adobe tutorials