### Course Title
Game Design Foundations High School A/B

### Course Abbreviation
GAME DSGN FN A/B

### Course Code
160129/30

### Special Notes
Year course; required prerequisite Interactive and Virtual Design Foundations or demonstrated equivalent.

### Course Description
This high school course for ninth through twelfth grade students addresses advanced concepts and methods in the discipline of interactive game design, towards achieving the standards of media arts. Students will experience the technical, creative and aesthetic aspects of game design production, in conjunction with learning about historical and contemporary traditions, genres, styles, trends and contexts. By practicing the application of game design tools, concepts and processes including: applied mathematical and programming operations; inter-dimensional (spatial, temporal, etc) and environmental design, composition and construction; various digital based production methods and contexts; the creation and integration of traditional and digital animation techniques and processes; graphic interactive and responsive interfaces and technologies, students will develop advanced abilities to aesthetically express meaning in game design works. Students will develop critical thinking skills in aesthetic problem solving and media art analysis and appreciation. Students will engage in conceptual refinement, and the scoping of various media art works, both through individual and group based development processes. They will develop enduring arts literacy through complex, aesthetically driven interactions of information, media and modalities, in relationship with their peers, environment, community and technology.

### California Content Standards
The LAUSD District Media Arts Standards and California Visual Arts Content Standards below identify those standards to be mastered by all students who complete the course successfully.

1.2 Apply advanced principles such as fluidity, and temporal /spatial plasticity in the analysis and creation of media art works.
2.1 Create media art works that demonstrate mastery of aesthetic, conceptual and technical skills.
2.4 Use media responsibly and purposefully to influence, manage and/or interact with an audience.
3.1 Discuss how media art technologies define and reflect political dynamics, historical periods and culture.
3.4 Demonstrate an understanding of the power of media arts to affect society.
4.1 Use complex criteria for evaluating the purposeful application of artistic processes in media art works.
4.4 Apply various theoretical perspectives from media literacy, visual culture, and aesthetic discourses in class critiques.
5.1 Demonstrate mastery of adaptation strategies towards new media arts artistic practices and technologies.

**VISUAL ARTS**

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

### Instructional Units/Pacing

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<th>Instructional Units</th>
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<th>Suggested Percentage of Instructional Time</th>
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<td>Topics should be presented in an integrated manner where possible. Time spent on each unit.</td>
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LAUSD; AEB; DO; MA400_GameDES_ConcptsHS.doc; 090625
**Plan**

- **Artistic Process** - Creative exploration, observing, experimenting, synthesizing in all components of game design production.
- **Technical Training** - in game design production tools, methods and processes (e.g. programming, computation, visual and spatial composition and choreography, story and character development, processing, presentation and dissemination, etc)
- **Game Design Production**
- **Game Design vocabularies**, concepts, elements, principles, processes
- **Critical and Aesthetic Analysis**
- **Contextual Awareness** – cultural, historical, political, economic, experiential

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**Representative Objectives**

*The student will be able to:*

- Recognize, describe, analyze, discuss, and write about the aesthetic characteristics and conceptual aspects of game design works using specialized vocabulary.
- Demonstrate advanced competence in solving aesthetic problems for game design productions in uniquely expressive ways.
- Create unique and diverse works of game design of increasing complexity with increased skill.
- Harmoniously synthesize meaningful subjects and themes using sophisticated combinations of elements, concepts and media.
- Demonstrate advanced skills in a variety of game design tools, techniques, and processes, individually and in combination, making skillful choices as to what to apply in their work as they relate to expressive function and context.
- Discuss the underlying and discovered conceptual and contextual meanings reflected in diverse cultural, historical and contemporary game design genres, forms and styles.
- Apply tenets of arts, media and technology literacies in discussing and describing the various purposes for creating game design works as well as the, political and/or economic factors involved.
- Create complex criteria to critically analyze, make informed judgments and refine game design works.

**Representative Performance Skills**

*In accordance with their individual capacity, students will grow in the ability to:*

- Produce a game design harmoniously integrating the orchestrated elements of story, spatial and interactive design, sound, and/or environment, etc.
- Locate, organize, maintain, interpret, synthesize and communicate complex information in writings, discussions and productions.
- Research and aspire to game design careers.
- Consider and investigate complex issues for game design artists, such as the meanings and purposes embodied in the manipulation, composition and choreography of media arts elements and events, their expressive content, integration with other arts disciplines and content areas, sociological and experiential contexts and implications, etc.
- Analyze and make informed and ethical choices about using subjects, formats and technologies as they relate to intent and audience.
- Identify diverse trends of contemporary styles in American and global game design arts and discuss the cultural purposes meanings reflected in the artworks she or he has examined.
| • Research and explain diverse historic and cultural periods and significant individuals of media and traditional arts. |
| • Research and explain the social impacts and dynamics of media including homogenization and globalization, mass and personalized media, commercial and artistic, etc. |
| • Make defensible critical judgments about diverse arts productions, identifying the connections between intentions and purpose, the elements, principles and processes and their expressive characteristics, contextual factors and technical qualities to the interpretation of meaning. |
| • Independently identify and solve aesthetic problems and determine learning needs. |
| • Collaborate with others and develop advanced individual production and work habit capacities. |
| • Consider ethical choices in viewing and creating media productions. |