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"Nobody in this industry knows what they're doing, we just have a gut assumption."

- Cliff Bleszinski



Introduction

Depending on your discipline you will create one of the following:

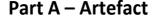
- **Programming (BSc/BA)** A small prototype for a digital game
- **Design** A small prototype for a digital or physical game
- Art A piece of 2D/3D asset that could go into a game, this can be environment or character piece
- Writer A Word Concept which includes character profiles
- Audio Sound Design for the game which includes music and/or sound effects
- Animation A series of animations for a character

You can make anything that aligns with your specialism, but it should be themed around the concept of **The Moon**

NB: You do not have to create an entire game or even a full playable prototype – you just have to have demonstrate your own creative work configured within a game engine. This can be any game engine, and your submission can involve 3rd party assets from outside of your discipline if desired – e.g. a programmer might use art from Open Game Art, or an audio student may use a game design & code framework from the Unity Asset Store, etc.

"Golden rule of level design - Finish your first level last."

- John Romero



The artefact you submit should be situated inside a Game Engine, e.g. if you are a writer you can prototype some work in Fungus or Twine. This should be developed over a number of **Sprints** until the submission date, **please don't leave this to the last minute!**

You should also capture in progress work for the Part B – Reflective Report



Part B - Reflective Report (800 words)

For the report you have document the work carried out in each **Sprint** and **Reflect** on the work you have carried out in the project. This should include an element of feed forward where you consider the lessons you have learned in the project and consider how you could apply them to any future project.

Submission Instructions

You should **zip** up the **report** and the **artefact** together and upload it to the Referral queue on the Learning Space before the institutional deadline.

"You can make an amazing game, but you can't make a success. Your players make the success."

- Irme Jele



"Lets optimize for player experience rather than what we think will make more money."

- Ron Carmel

FAQ

• What is the deadline for this assignment?

Falmouth University policy states that deadlines must only be specified on the MyFalmouth system.

What should I do to seek help?

You can email your tutor for informal clarifications.

Marking Rubric

Assignment 1 – Studio Practice

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
	Use appropriate development practices, project tracking approaches, and tools to support development pipelines in a multidisciplinary team.	Agile Practitioner	20%	student	Work always slips Delivers assets for integration only at end of sprint	share development issues with team or supervisor	delivered, with only occasional slippages. Team is often, but not always made aware of issues.	Good attendance Work is generally delivered, with only occasional slippages. Team is generally made aware of issues. Able to provide some support to teammates	is generally made aware of issues and progress. Able to provide support to teammates Very good contributor to	Good attendance Work is delivered, team is generally made aware of issues and progress. Able to provide a lot of support to teammates
				Student ignores version control	planning activities Student uses VC with many significant	Struggles to contribute meaningfully to planning Student uses VC with few problems		Good contributor to planning Student is generally working in a single	planning Student is generally working across multi-	Exceptional contributor to planning Student is successfully working across multiple
		version control practitioner			problems for the team Mainly delivers assets outside of version control		Integration is often problematic	branch with fairly successful integration to mainline Integration generally works well	branches to deliver features Integration works well	branches Student is an enthusiastic adopter of other 'advanced' version control concepts
		Reflective Practitioner	1 20%		Student comments are generally lightweight platitudes	Student submits feedback that leads to unproductive conflict between team members	Student submits generally reasonable feedback that leads to occasional conflict, which is sometimes productive	Student submits generally meaningful feedback	Student submits meaningful and emotionally intelligent feedback	Student submits conscientious and generous feedback that team members are highly appreciative of.
					Student generally ignores feedback	Student often ignores		Student tends to act appropriately to feedback given	Student reacts appropriately to feedback given	Student seeks out opportunities for self- improvement

Assignment 1 – Product Evaluation

Learning Outcome Name	ENT I - Pro Learning Outcome Description		Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
	contexts.	Creative innovation	10%	Game is too unstable / non-functional to be	existing game with little,	with the addition of innovative convergence / extensions.	existing game or genre with the addition of innovative mashups / extensions.	generally organic concept drawing components that make some sense for game. Resulting game concept is	generally organic concept drawing components that make much sense for the game.	experience
		Quality	20%	Game is too unstable / non-functional to be played enough to evaluate.	are of acceptable quality, but the game gives the overall impression that much of it is not finished or working.	would benefit from more development time to develop and refine gameplay, aesthetic and other components.	reasonable quality but feels like it needs more work to balance and refine gameplay and/or aesthetic components.	game that could be published given more QA.	like a published game with no noticeable issues	issues
					have obvious and	The game runs, but may have obvious or significant stability issues		issues but there are clear small-scale bugs and	There are no major issues and only slight and largely imperceptible bugs and issues	
		Player Engagement	t 10%	Game is too unstable / non-functional to be played enough to	The game generates some moments of engagement and enjoyment for players, though it is generally not an engaging experience	enjoyability for players, though there is feeling of	The game generates some clear engagement and enjoyability for players, though there is clear scope for improvement.	The game is generally engaging and enjoyable for players, though there is some scope for improvement.	0,000	The game is highly engaging and enjoyable for players.
					The overall game presentation looks and feels functional.	IT	The overall game presentation looks and feels fairly solid rather than slick.	presentation looks and feels fairly slick with just a few noticeable issues to	presentation generally looks and feels slick with few issues to detract from it.	The overall game presentation both looks and feels slick. Players want to play the game beyond reasonable expectations
		Specialism	m 20%	application of specialism in the project.	There is some application of specialism in the project. The student has used	application of your specialism in the project.	There is a good application of your specialism in the project. The student's specialist	specialism in the project.	application of your specialism in the project.	There is an industry standard application of your specialism in the project.
				specialist practice has not developed throughout the development of the		skills have added some value to the game	skills have added good value to the game concept and delivery. The student's own	skills have added good value to the game concept and deliver.	skills have added excellent value to the game concept and delivery.	The student's specialist skills have added industry standard value to the game concept and delivery.
					The student's own specialist practice has not	specialist practice has not developed throughout	specialist practice has developed somewhat	'	The student's own specialist practice has	The student's own

		developed throughout	the development of the	throughout the	degree throughout the	developed to an excellent	snecialist practice has
		the development of the		- C	"	•	developed to an excellent
		game.	ľ	·	· '	0	degree throughout the
		-	The student has not	game.	۲	· •	development of the
				The student has	The student has been	game.	game.
			· •		willing to engage critically	The student has been	gaine.
							The student has been
						willing to engage critically	
							willing to engage critically
						supervisors, crit sessions	
						· •	supervisors, crit sessions
							and peers.