

ASSIGNMENT 2 - STUDIO PRACTICE

Version 1.0
Games Academy
GAM220

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

- Cliff Bleszinski

Introduction

For this assignment you will develop a game to alpha stage as part of a team and be assessed both in terms of your individual contribution and your team's performance. From the rubrics (below), the *collaborate* learning objective is used to assess how you work as a member of an agile game development team. Conversely, the *implement* learning objective is used to assess how you apply your specialism to create this alpha.

This assignment is comprised of multiple parts:



Part A – World Pitch

Over the summer break you will devise a world pitch and then during the first week of study block 1 you will present it to your teammates and team supervisor via presentation lasting no more than 5 minutes. The session appears on you timetable as "World Pitches Team #". Your pitch should contain.

- **Content Communication** – i.e. how well have you communicated your ideas?
- **World & Gameplay** – i.e. have both been considered in appropriate depth?
- **Distinctive Hook** – i.e. does your pitch demonstrate something novel and interesting?

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

- John Romero



Feedback and ratings of your pitches will be derived, in part, through peer evaluation.

Part B – Supervisor Meetings

Attend the scheduled weekly team meeting with your project supervisor. Your supervisor meeting details will be stored on the Falmouth timetable, make sure to attend these. There are two types of project meeting: a project review / planning session and an individual review. In the review / planning session, your team will showcase work undertaken on the most recent sprint and present the forthcoming sprint. For the individual review, you and your teammates will review each other's approaches to work over the last sprint. For more information, please read appendix A of the Games Academy Agile Guidebook.

In these sessions you will be able to ask for and receive informal feedback concerning the status and implementation approaches of your project.

cont...

*"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

Part C – Studio Practice

Work with your team to develop your game during the first semester.

Between timetabled supervision meetings, your team will have allocated space in the Academy to work together and you will have access to staff through the supervised studio practice sessions and tutorials, which can be arranged by email if required, who will be able to give informal feedback concerning the status and implementation approaches of your project.

Please remember to 'TAP' your card in for the sessions you attend to ensure that your attendance is recorded.

In these sessions you will be able to ask for and receive informal feedback concerning the status and implementation approaches of your project.

Part D – Demo day

Attend the Demo Day

During week 13, a day will be scheduled for Demo Day. Each team will need to make a demo of their game available in the Games Academy for staff to play and assess and for other students to play and give feedback on.

Staff will be assigned to assess your game using the *product evaluation* rubric to give a normalised **summative** assessment of your product's performance at that point.

You will receive informal feedback from staff during the Demo Day and you will receive formal feedback through Learning Space within three weeks of the Demo Day.

Additional Guidance

Working as part of a creative team is a very difficult activity and it should come as no surprise that there are likely to be some bumps in the road – as you probably discovered in your 1st projects. The Agile Guidbook contains some advice for dealing with common issues and creating and maintaining a working environment where it's possible to get meaningful creative work done and still remain on good terms with each other.

If you are having any problems, do not hesitate to talk with your project supervisor.

Generally, successful projects tend to come from the development team respecting each other and being able to make progress (no matter how small). Remember, that a lot of the things you want to create in your games either won't work or won't be enjoyable to play. It is the core advantage of Agile development that using an iterative approach to development allows you to have multiple attempts to get things right.

Make sure you always have a working build and that everyone on the team is using version control. We have a large repository in the Academy, so there's always somewhere to store builds.

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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
Collaborate	Use appropriate development practices, project tracking approaches, and tools to support development pipelines in a multidisciplinary team.	Effective team worker	20%	Student has missed a large number of team meetings / SSP sessions Teammates concerned with lack of presence Student tends to be highly disruptive / chaotic	Student attends less than 50% of team sessions Student tends to be disruptive / chaotic	Student attends most sessions. Delivers acceptable work with occasional major issues Has issues dealing with some teammates	Student attends most sessions. Delivers acceptable work without major issues Has occasional issues dealing with some teammates	Student attends most sessions. Delivers generally good work with only minor issues	Student attends most sessions. Inspires some teammates No noticeable issues dealing with teammates. Tends to promote team harmony	Student is driving the team to achieve great things Team is highly supportive of leadership direction and approach
		Agile Practitioner	10%	Very low attendance Team has little to no idea what's going on with student Not involved in planning activities	Low attendance Work always slips Delivers assets for integration only at end of sprint Minor involvement in planning activities	Average attendance Some tendency for work to slip, reluctance to share development issues with team or supervisor	Good attendance Work is generally delivered, with only occasional slippages. Team is often, but not always made aware of issues. Often contributes to planning	Good attendance Work is generally delivered, with only occasional slippages. Team is generally made aware of issues. Able to provide some support to teammates Good contributor to planning	Good attendance Work is delivered, with very few slippages. Team is generally made aware of issues and progress. Able to provide support to teammates Very good contributor to planning	Good attendance Work is delivered, team is generally made aware of issues and progress. Able to provide a lot of support to teammates Exceptional contributor to planning
		Version control practitioner	10%	Student ignores version control Only delivers assets outside of version control	Student uses VC with many significant problems for the team Mainly delivers assets outside of version control	Student uses VC with few problems	Student generally works off mainline of project. Integration is often problematic	Student is generally working in a single branch with fairly successful integration to mainline Integration generally works well	Student is generally working across multi-branches to deliver features Integration works well	Student is successfully working across multiple branches Student is an enthusiastic adopter of other 'advanced' version control concepts
		Reflective Practitioner	10%	Student fills in few, if any peer review forms for teammates	Student comments are generally lightweight platitudes Student generally ignores feedback	Student submits feedback that leads to unproductive conflict between team members Student often ignores feedback, but does take some onboard	Student submits generally reasonable feedback that leads to occasional conflict, which is sometimes productive Student acts appropriately in response to some feedback	Student submits generally meaningful feedback Student tends to act appropriately to feedback given	Student submits meaningful and emotionally intelligent feedback Student reacts appropriately to feedback given	Student submits conscientious and generous feedback that team members are highly appreciative of. Student seeks out opportunities for self-improvement

Assignment 1 – Product Evaluation

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
Implement	Apply the use of specialisms into development workflows and contexts.	World Pitch	10%	<p>No real engagement with world pitch process</p> <p>No real engagement with the peer assessment process</p>	<p>One or more of the following elements is true.</p> <p>Communication is poor</p> <p>There is no real link between world & gameplay</p> <p>The is some engagement with peer assessment.</p>	<p>One or more of the following elements is true.</p> <p>Communication is adequate</p> <p>There are some links between world & gameplay</p> <p>The is some engagement with peer assessment.</p>	<p>One of the following elements is true.</p> <p>Communication is good</p> <p>There are some links between world & gameplay</p> <p>The is a good level engagement with peer assessment and the feedback given is appropriate.</p>	<p>One of the following elements is true.</p> <p>Communication is very good</p> <p>There are very good links between world & gameplay</p> <p>The is a good level engagement with peer assessment and the feedback given is good.</p>	<p>One of the following elements is true.</p> <p>Communication is excellent</p> <p>There are excellent links between world & gameplay</p> <p>The is an excellent level engagement with peer assessment and the feedback given is very good.</p>	<p>One of the following elements is true.</p> <p>Communication is exemplary</p> <p>There are excellent links between world & gameplay</p> <p>The is of an excellent level engagement with peer assessment and the feedback given is exemplary.</p>
		Creative innovation	10%	<p>No game presented</p> <p>Game is too unstable / non-functional to be played enough to evaluate.</p>	<p>Game is generally a rehash/homage of an existing game with little, if anything to distinguish it.</p> <p>Resulting game concept is of questionable engagement</p>	<p>Game developed from an existing game or genre with the addition of innovative convergence / extensions.</p> <p>Resulting game concept is reasonably engaging</p>	<p>Game developed from an existing game or genre with the addition of innovative mashups / extensions.</p> <p>Resulting game concept is reasonably engaging</p>	<p>Game developed as a generally organic concept drawing components that make some sense for game.</p> <p>Resulting game concept is reasonably engaging</p>	<p>Game developed as a generally organic concept drawing components that make much sense for the game.</p> <p>Resulting game concept is clearly engaging</p>	<p>Game is genuinely novel and extremely engaging experience</p>
		Quality	10%	<p>No game presented</p> <p>Game is too unstable / non-functional to be played enough to evaluate.</p>	<p>Some parts of the game are of acceptable quality, but the game gives the overall impression that much of it is not finished or working.</p> <p>The game runs, but may have obvious and significant stability issues</p>	<p>The game is of acceptable quality but feels like it would benefit from more development time to develop and refine gameplay, aesthetic and other components.</p> <p>The game runs, but may have obvious or significant stability issues</p>	<p>The game is of reasonable quality but feels like it needs more work to balance and refine gameplay and/or aesthetic components.</p> <p>The game has no major issues but there are clear small-scale bugs and glitches</p>	<p>The game is of good quality and feels like a game that could be published given more QA.</p> <p>The game has no major issues but there are clear small-scale bugs and issues</p>	<p>The game is of high quality, looks and feels like a published game with no noticeable issues</p> <p>There are no major issues and only slight and largely imperceptible bugs and issues</p>	<p>The game is of extremely high quality, looks and feels like a published game with no noticeable issues</p>
		Player Engagement	10%	<p>No game presented</p> <p>Game is too unstable / non-functional to be played enough to evaluate.</p>	<p>The game generates some moments of engagement and enjoyment for players, though it is generally not an engaging experience</p> <p>The overall game presentation looks and feels functional.</p>	<p>The game generates some engagement and enjoyability for players, though there is feeling of endurance rather than enjoyment.</p> <p>The overall game presentation looks and feels fairly functional rather than solid.</p>	<p>The game generates some clear engagement and enjoyability for players, though there is clear scope for improvement.</p> <p>The overall game presentation looks and feels fairly solid rather than slick.</p>	<p>The game is generally engaging and enjoyable for players, though there is some scope for improvement.</p> <p>The overall game presentation looks and feels fairly slick with just a few noticeable issues to</p>	<p>The game is generally highly engaging and enjoyable for players.</p> <p>The overall game presentation generally looks and feels slick with few issues to detract</p>	<p>The game is highly engaging and enjoyable for players.</p> <p>The overall game presentation both looks and feels slick.</p>

								detract from it.	from it.	Players want to play the game beyond reasonable expectations
		Specialism	20%	<p>There is no or very little application of specialism in the project.</p> <p>The student's own specialist practice has not developed throughout the development of the game.</p>	<p>There is some application of specialism in the project.</p> <p>The student has used some of their specialist skills but it adds very little value to the game concept and delivery.</p> <p>The student's own specialist practice has not developed throughout the development of the game.</p>	<p>There is adequate application of your specialism in the project.</p> <p>The student's specialist skills have added some value to the game concept and delivery.</p> <p>The student's own specialist practice has not developed throughout the development of the game.</p> <p>The student has not responded to feedback from supervisors or crit sessions.</p>	<p>There is a good application of your specialism in the project.</p> <p>The student's specialist skills have added good value to the game concept and delivery.</p> <p>The student's own specialist practice has developed somewhat throughout the development of the game.</p> <p>The student has responded to feedback from supervisors or crit sessions.</p>	<p>There is a very good application of your specialism in the project.</p> <p>The student's specialist skills have added good value to the game concept and deliver.</p> <p>The student's own specialist practice has developed to a good degree throughout the development of the game.</p> <p>The student has been willing to engage critically with feedback from supervisors or crit sessions.</p>	<p>There is an excellent application of your specialism in the project.</p> <p>The student's specialist skills have added excellent value to the game concept and delivery.</p> <p>The student's own specialist practice has developed to an excellent degree throughout the development of the game.</p> <p>The student has been willing to engage critically with feedback from supervisors, crit sessions and peers.</p>	<p>There is an industry standard application of your specialism in the project.</p> <p>The student's specialist skills have added industry standard value to the game concept and delivery.</p> <p>The student's own specialist practice has developed to an excellent degree throughout the development of the game.</p> <p>The student has been willing to engage critically with feedback from supervisors, crit sessions and peers.</p>