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

- Cliff Bleszinski

PLEASE NOTE, THIS ASSIGNMENT IS FOR STUDENTS WHO HAVE REFERRALS/DEFERRALS(AKA ECs) FOR STUDIO PRACTICE ASSIGNMENT

Introduction

For this assignment you will develop a game 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 *process* learning objective is used to assess how your team delivers its product.

This assignment is comprised of multiple parts:

Part A

Create a game or assets for the Phoenix Jam

You can see more details about the Jam via the following **brief**

For the project, you don't need to create a game, depending on your discipline, you could create one of the following:

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

- John Romero

- • **Programming (BSc/BA)** – A small prototype for a digital game
- • **Design** – A small prototype for a digital or physical game
- • **Art** – A selection of 2D/3D asset that could go into a game, this can be environment or character piece
- • **Writer** – A concept document 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

Please not the above is not an exhaustive list of the work you could carry out!

We expect you to do at least two week's worth of work on the Jam. Please do not leave this to the last minute.

Once you have completed the work, you can **optionally** upload as an entry for

the Phoenix Jam.

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.

Part B

Produce a 10 minute video which details your use of agile in the above project.

Your video should address the following

1. What is Agile?
2. How you used Agile in your project
3. How did you use version control to support your agile practice?
4. What lessons did you learn from your use of Agile?

This video should be recorded on your webcam or mobile phone and then be uploaded to the learning space.

Submission Instructions

You have to submit a zip file to the GAM130 Learning Space assignment queue. This zip file should contain the following:

1. A video file which is called **username_agile_report**
2. A game directory which contains a build/assets from **Part A**

If the zip file is too big for the Learning Space, please consider upload to **OneDrive** or similar and provide a **public link** to the zip file.

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: Studio Practice

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
Collaborate / Collaborate	Define the suitable development practices, project management approaches, and version control tools in the execution of a collaborative project.	Agile Description	10%	No description of Agile	The description of Agile is mostly incorrect or incomplete.	You have described Agile, but you have not discussed some of the important elements of the Agile process. The description of Agile is poor.	You have described Agile and have highlighted a couple of key elements of Agile. The description of Agile is good.	You have described Agile and have highlighted a fair number of key elements of Agile. The description of Agile is very good.	You have described Agile and have highlighted a good number of key elements of Agile. The description of Agile is very good.	You have described Agile and have highlighted a exhaustive list of key elements of agile. The description of Agile is very good.
		Use of Agile	15%	No description of how agile has been used in the project.	The student mentions they have used Agile practices but not how it has been used.	The student explains how they have used Agile from a high level perspective.	The student explains how they have used Agile, in addition, they give some examples of its usage in the project.	The student explains how they have used Agile. The student provides concrete examples and shows these in the video.	The student explains how they have used Agile. It is very clear that the students have followed Agile throughout the project with the breadth of examples given.	The student explains how they have used Agile. The student has clearly brough in cutting edge agile practices.
		Version Control	15%	No description of version control.	The student has given a brief description of version control	The student has given a description of version control. They have not discussed how it was used in their project.	The student has given a description of version control. They have shown the basic pull, commit and push operations.	The student has given a description of version control which includes techniques like branching. They have shown the basic pull, commit and push operations.	The student has given a description of version control and have linked it to the Agile development process (e.g. feature branch development) They have shown the pull, commit, push and branch, operations.	The student has given a description of version control and have linked it to the Agile development process (e.g. feature branch development) They have shown pull, commit, push, branching and merging operations.
		Reflection on Agile	10%	No reflection on Agile practices in the project.	The students have just rehashed they usage of Agile with no real reflection.	The student has reflected on their Agile practices and suggested some changes to their process.	The student has reflected on their Agile practices, they have also discussed what they would do differently in their next project. They have also discussed what Agile techniques they will adopt for their next project.	The student has reflected on their Agile practices, they have also discussed what they would do differently in their next project. They have also discussed what Agile techniques they will adopt for their next project.	The student has reflected on their Agile practices, they have also discussed what they would do differently in their next project. They have discussed how they would incorporate what they have learned about Agile into their team development practice in 2nd year.	The student has reflected on their Agile practices, they have also discussed what they would do differently in their next project. They have discussed how they would incorporate what they have learned about Agile into their team development practice in 2nd year and how it will affect the development pipeline.

Marking Rubric: Product Evaluation –

Learning Outcome Name	Learning Outcome Description	Criteria	Weighting	Clear Fail	Near Pass	3rd	2:2	2:1	1st	>1st
Innovation / Deliver	Describe how to create and test prototypes in order to deliver an interesting experience.	Conceptual Coherence (game mechanics, settings, theme, aesthetics, interface & platform)	10%	No game presented Game is too unstable / non-functional to be played enough to evaluate.	A small subset of the game components work well together to create a coherent experience, but they are stymied by the overall experience of discordance between components leading to a generally awkward experience for players.	A core of the game components work well together to create a coherent experience. However, there are some components that break the overall coherence leading to a conceptually awkward experience for players.	A core of the game components work well together to create a coherent experience. However, there are some aspects of components that break the overall coherence	Generally, the game components work well together to create a coherent experience. However, there are some slight niggles which break the overall coherence	The game components work together to produce create a coherent experience	The game components work well together to produce and create a coherent experience which players can respond positively to
		Creative innovation	15%	No game presented Game is too unstable / non-functional to be played enough to evaluate.	Game is generally a rehash/homage of an existing game with little, if anything to distinguish it.	Game developed from an existing game or genre with the addition of innovative mashups / extensions. Resulting game concept is of questionable engagement	Game developed from an existing game or genre with the addition of innovative mashups / extensions. Resulting game concept is reasonably engaging	Game developed as a generally organic concept but with some elements which are derivative of existing games or game mechanics	Game developed as a generally organic concept drawing components that make some sense for game. Resulting game concept is reasonably engaging	Game developed as a generally organic concept drawing components that make much sense for the game. Resulting game concept is clearly engaging
		Completeness	10%	No game presented	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.	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.	The game is of reasonable quality but feels like it needs more work to balance and refine gameplay and/or aesthetic components.	The game is of reasonable good quality but there are some balance and gameplay and/or aesthetic components.	The game is of good quality and feels like a game that could be published given more QA.	The game is of high quality and feels like a published game with no noticeable.

		Player Experience	15%	No game presented Game is too unstable / non-functional to be played enough to evaluate.	The game generates some moments of engagement and enjoyability for players, though its generally not a great experience The overall game presentation looks and feels functional.	The game generates some engagement and enjoyability for players, though there is feeling of endurance rather than enjoyment. The overall game presentation looks and feels fairly functional rather than solid.	The game generates some clear engagement and enjoyability for players, though there is clear scope for improvement. The overall game presentation looks and feels fairly solid rather than slick.	The game is generally engaging and enjoyable for players, though there is some scope for improvement. The overall game presentation looks and feels fairly slick with just a few noticeable issues to detract from it.	The game is generally highly engaging and enjoyable for players. The overall game presentation generally looks and feels slick with few issues to detract from it.	The game is highly engaging and enjoyable for players. The overall game presentation both looks and feels slick. Players want to play the game beyond reasonable expectations