

ASSIGNMENT 2 - Referral

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*



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

* *John Romero*



**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.

**Part A – Artefact**

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 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*

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.

# 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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning**  **Outcome Name** | **Learning**  **Outcome Description** | **Criteria** | **Weighting** | **Clear Fail** | **Near Pass** | **3rd** | **2:2** | **2:1** | **1st** | **>1st** |
|  |  |  |  | Very low attendance | Low attendance | Average attendance | Good attendance | Good attendance | Good attendance | Good attendance |
|  |  | Agile Practitioner | 20% | Team has little to no idea what’s going on with student | Work always slips Delivers assets for integration only at end of sprint | Some tendency for work to slip, reluctance to share development issues with team or supervisor | Work is generally delivered, with only occasional slippages. Team is often, but not always made aware of  issues. | Work is generally delivered, with only occasional slippages. Team is generally made aware of issues. | Work is delivered, with very few slippages. Team is generally made aware of issues and progress. | Work is delivered, team is generally made aware of issues and progress. |
|  |  |  |  |  |  |  |  | Able to provide some support to teammates | Able to provide support to teammates | Able to provide a lot of support to teammates |
| Collaborate | Use appropriate development practices, project tracking approaches, and tools to support development pipelines in a multidisciplinary team. |  |  | Not involved in planning activities | Minor involvement in planning activities | Struggles to contribute meaningfully to planning | Often contributes to planning | Good contributor to planning | Very good contributor to planning | 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 | 20% | Student fills in few, if any peer review forms for teammates | Student comments are generally lightweight platitudes | 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 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 acts appropriately in response to some feedback | Student tends to act appropriately to feedback given | Student reacts appropriately to feedback given | Student seeks out opportunities for self- improvement |
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Assignment 1 – Product Evaluation

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| **Learning**  **Outcome Name** | **Learning**  **Outcome Description** | **Criteria** | **Weighting** | **Clear Fail** | **Near Pass** | **3rd** | **2:2** | **2:1** | **1st** | **>1st** |
|  |  | Creative innovation | 10% | 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 convergence / 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 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 | Game is genuinely novel and extremely engaging experience |
|  |  | Quality | 20% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | 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 good quality and feels like a game that could be published given more QA. | The game is of high quality, looks and feels like a published game with no noticeable issues | The game is of extremely high quality, looks and feels like a published game with no noticeable issues |
| Implement | Apply the use of specialisms into development workflows and contexts. |  |  |  | The game runs, but may have obvious and significant stability issues | The game runs, but may have obvious or significant stability issues | The game has no major issues but there are clear small-scale bugs and  glitches | The game has no major issues but there are clear small-scale bugs and  issues | There are no major issues and only slight and largely imperceptible  bugs and issues |  |
| Player Engagement | 10% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | The game generates some moments of engagement and enjoyment for players, though it is generally not an engaging 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 |
|  |  |  |  | There is no or very little application of specialism in the project. | There is some application of specialism in the project. | There is adequate application of your specialism in the project. | There is a good application of your specialism in the project. | There is a very good application of your specialism in the project. | There is an excellent application of your specialism in the project. | There is an industry standard application of your specialism in the  project. |
|  |  | Specialism | 20% | The student’s own specialist practice has not developed throughout the development of the game. | The student has used some of their specialist skills but it adds very little value to the game concept and delivery.  The student’s own specialist practice has not | The student’s specialist skills have added some value to the game concept and delivery.  The student’s own specialist practice has not developed throughout | The student’s specialist skills have added good value to the game concept and delivery.  The student’s own specialist practice has developed somewhat | The student’s specialist skills have added good value to the game concept and deliver.  The student’s own specialist practice has developed to a good | The student’s specialist skills have added excellent value to the game concept and delivery.  The student’s own specialist practice has | The student’s specialist skills have added industry standard value to the game concept and delivery.  The student’s own |

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|  |  |  |  |  | developed throughout the development of the game. | the development of the game.  The student has not responded to feedback from supervisors or crit sessions. | throughout the development of the game.  The student has responded to feedback from supervisors or crit sessions. | degree throughout the development of the game.  The student has been willing to engage critically with feedback from supervisors or crit sessions. | developed to an excellent degree throughout the development of the game.  The student has been willing to engage critically with feedback from supervisors, crit sessions and peers. | specialist practice has developed to an excellent degree throughout the development of the game.  The student has been willing to engage critically with feedback from supervisors, crit sessions  and peers. |
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