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| **Date Assigned:** 9/05/17 | **Date Due:** 9/07/17 |
| **Unit:** Basics | **Turn In List:** **1. Terms (this file), 2. ColDet.pde** |
| *“I will understand how to open, configure, write simple code and compile in the Processing IDE.”* | |

**Collision Detection Program: Getting to Know the Coding Environment**

**Content Objectives:** Students will create a working application and eventually publish it to run on Windows, OSX, Linux or within a webpage.

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| **Github Username** |
| Create account and place username/site here: JaxonDriver <https://github.com/JaxonDriver> |

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| **Key Terms:** | |
| IDE | Integrated Development Environment-The program that creates programs |
| Comment | A way we can put text into a code without it affecting the code by using /\* or // to type a comment |
| Compile | Change the source code to machine code |
| Debug | To stop the code to monitor variables |

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| **Application Terms:** | |
| Sketch | Sketch is a vector graphics editor for Apple |
| Console | A computer program used with only text on a computer interface |
| pde | Partial differential equations |
| Development Modes | The different development modes include narrative, compare/contrast, cause/effect, definition, classification, and process |

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| **History and Background:** |
| The Processing initiative began in 2001-02 at MIT by Ben Fry and Casey Reas. It has grown into a large community of open source developers that write apps to run on Windows, OSX, Linux, the Web, Android and soon to be iOS as well as other adaptations.  Casey Reas is a renowned designer/artist, lecturer, thinker, and of course one half of the Processing design/development team. He was a student of John Maeda's at the MIT media lab, where he and Ben Fry helped develop the DBN programming language/environment. Processing was, to a degree, a natural outgrowth of DBN. Reas originally studied design at the University of Cincinnati before attending MIT, and was one of the founding professors at Interaction Design Institute Ivrea. At Ivrea, Reas worked with an international student body to develop a new arts pedagogy. It was during this period in Ivrea that he and Fry initiated Processing. |

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| **Assignment Tutorial (Setup and Class Demonstration):** |
| Students will locate and open the Processing 2.0 IDE and set the mode to experimental. Save the new sketch as ColDet - Run the application with nothing typed in the text window… what do you see? |

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| **Assignment:** |
| // Code the following in a new Processing sketch and do not worry about NOT understanding everything!  **int xSpeed, ySpeed, xPos, yPos, wdth, ht;**  **void setup(){**  **size(2560,1395);**  **background(0);**  **//initializing globals**  **xSpeed = 0;**  **ySpeed = 10;**  **wdth = 20;**  **ht = 20;**  **noStroke();**  **xPos = int(random(width));**  **yPos = height/2;**  **frameRate(30);**  **}**  **void draw(){**    **fill(255);**  **ellipse(xPos,yPos,wdth,ht);**  **ellipse(xPos-1000,yPos,wdth,ht);**  **xPos = xPos + xSpeed;**  **yPos += ySpeed;**  **if (xPos >= width-wdth/2 || xPos <= 0 + wdth/2){**  **xSpeed \*= -1;**  **}**  **if (yPos >= height-ht/2 || yPos <= 0 + ht/2){**  **ySpeed= ySpeed \* -1;**  **}**  **}** |
| CHALLENGES FOR STUDENTS: MODIFY THE CODE TO DO THE FOLLOWING  1. DOUBLE THE SIZE OF THE BALL  2. MAKE THE CANVAS AS LARGE AS YOUR DISPLAY  3. SET THE SPEED OF THE ANIMATION TO HALF  4. MAKE THE BALL GO EXACTLY UP AND DOWN IN THE SAME X POSITION  5. SHOW THE BALL PATH  6. INVERSE THE COLOR OF THE BALL AND BACKGROUND  7. STEP THROUGH THE ANIMATION WATCHING XPOS AND YPOS CHANGE  8. MAKE ANOTHER BALL  9. WHAT IS THE FORMATTING ERROR IN THE CODE SAMPLE ABOVE? |

Notes:

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