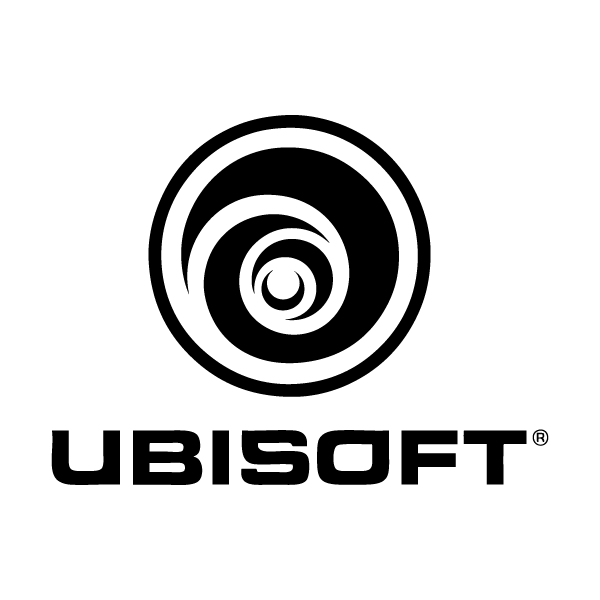
**UBISOFT**



**Ubisoft are offering a game design brief. This is a team based exercise – for 2 or more per team – numbers unlimited. It will run from End of January 2017 through to April 2017. The exact timings etc are yet to be determined. The brief will be something like the following:-**

Pitch: Adversarial physics game

A **physics game** is a type of video game wherein the player(s) must use the [game's physics](https://en.wikipedia.org/wiki/Game_physics) to achieve a specific goal. Your team will have to create a physics game for PC or a mobile platform in which two players will compete against each other.

# Brief

For the first part of the project you will have to analyze a variety of physics games, both new and old, and pin-point what physics concepts can be turned into a fun gameplay mechanics and how to do it. For this topic you should both search for reference articles on the internet as well as perform analyses on gameplay mechanics found in today’s games.

You should keep in mind why physics are such a fertile ground for gameplay: even when the game goals, controls and interface are simple and clear (so, **easy to learn**), the game remains **hard to master**, as the physics ensure that even small variations in input can lead to different results. Also, because the physics drive the action, the same exact game state doesn’t appear very often and can’t simply be learned by rote.

Based upon your conclusions, you will then start designing your own adversarial physics game and implement it for PC or a mobile platform of your choosing.

In your presentation of the theme you will be expected to provide the arguments leading you to your design choices and the conclusions of those arguments

# Constraints

* Game should be set in a 2D environment
* Main mechanic from physics concepts (gravity, friction, time, buoyancy, etc.)
* Adversarial – game must be played between two players either in real time or in turns
* Played on a single device – either simultaneously (e.g. one player using a game controller and one using a keyboard) or by taking turns
* Symmetric gameplay – players should have the same actions available to them
* Simple and intuitive rules – players should be able to understand the rules of your game with a maximum of 2-3 small sentences of description

# Examples of games:

* [OLO](http://www.ologame.com/)
* [Trials Fusion](https://www.youtube.com/watch?v=zICvEnDSHP8)
* [Rocket League](https://www.youtube.com/watch?v=xgg03Z_xOoE) (Note: this is a 3D game, but still a good example of physics being the core of what makes the gameplay good. It’s simple to know what you want the ball to do, but far from easy to hit it in that exact way. The additional unpredictability and time pressure caused by the other players also contributes.)
* [Pocket Tanks](https://www.youtube.com/watch?v=cKIY_VvFjY8)
* [World of Goo](https://www.youtube.com/watch?v=ZGfhB16dRH4" \o "World of Goo)
* [Crayon Physics Deluxe](https://www.youtube.com/watch?v=q3ImgYHDlDA" \o "Crayon Physics Deluxe)
* [Angry Birds](https://en.wikipedia.org/wiki/Angry_Birds)
* [Cut the Rope](https://en.wikipedia.org/wiki/Cut_the_Rope)
* [Peggle](https://en.wikipedia.org/wiki/Peggle)

**Learning and Teaching Strategies**

The module has a timetabled schedule of meetings. Once the staff are aware of the choices that students are making for their masterclass these will be tailored to meet your needs. This could be in the form of specific lessons dealing with core elements of the briefs you have undertaken, group or individual tutorials within the timeframe.

**Typically you will be asked to present interim plans on two occasions across the module in order to use that feedback to iterate your work. These interim comments will then be used to inform your final grade.**

**Assessment** **Schedule**

There is 1 assignment for this module:

Students will deliver either an individual / group presentation that addresses the brief that they have undertaken. Students will submit a portfolio of work which demonstrates an ongoing engagement with the task including evidence of research, documents and prototypes as defined within the brief. **Crucially the submission will show how the work has been iterated in relation to the feedback given.**

**Assessment Criteria**

* Evidence of ability to assess the requirements of a design brief.
* Prioritisation of tasks which have been identified from a design brief.
* Formulation of an appropriately detailed document which details how the brief has been met
* Evidence of ability to apply user feedback into an iterative design strategy.
* Presentation of the artifact in an effective, professional and engaging manner.

Assessment Criteria

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| --- | --- | --- | --- | --- | --- | --- |
| **STUDENT NAME:** | | | | | | |
| **Grade 3** | | | | | **Marker** | **Marker** |
| Minimal overall engagement with the design brief. | | | | |  |  |
| Minimal evidence of the consideration of the specifics of the brief | | | | |  |  |
| Overall presentation is of an acceptable quality | | | | |  |  |
| Some basic evidence of iteration based on feedback is evident | | | | |  |  |
| **Grade 2:2, as per 3 and additionally** | | | | |  |  |
| A reasonable consideration of the brief in the final submission. | | | | |  |  |
| Overall presentation is of a good quality and assets presented are of a good standard | | | | |  |  |
| Evidence of ongoing iteration based on feedback is evident. | | | | |  |  |
| **Grade 2:1, as per 2:2 and additionally** | | | | |  |  |
| A successful attempt to undertake the brief in most of its aspects as negotiated with the tutors. | | | | |  |  |
| Close and continued evidence of iteration based on user feedback is evident | | | | |  |  |
| Presentation of artefacts is to a high standard | | | | |  |  |
| **Grade 1, as per 2:1 and additionally** | | | | |  |  |
| An excellent response to the brief in all major aspects as negotiated with the tutors. | | | | |  |  |
|  |  |  |  |  |  |  |
|  |  |  | **Recommended Grade:** | |  |  |

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| COMMENTS: |