

CHAPTER 6 DESIGN ETUDE

DESIGN MUST EVER **ADAPT** TO ITS CONTEXT, FUNCTIONAL-AESTHETIC GOALS, AND **MEDIUM**. WE HAVE PRESENTED SOME **CONSIDERATIONS** FOR ARTFULLY CRAFTING PLAY AND GAMES, AND ARGUED FOR THEIR POTENTIAL TO CREATE **NEW FORMS** OF INTERACTIVE, **ARTFUL EXPERIENCES**. LET'S PUT SOME OF THAT INTO **PRACTICE**...



• PART 1: ANALYZE & ARTICULATE

COMPILE A **LIST** OF YOUR **FAVORITE GAMES**, AS DIVERSE A LIST AS POSSIBLE. THEY CAN BE VIDEO GAMES OR ANYTHING ELSE! ANALYZE EACH OF THEM AND BREAK THEM INTO **MECHANICS**, **DYNAMICS**, AND **AESTHETICS**. IN OTHER WORDS, ARTICULATE THE UNDERLYING **RULES** DESIGNED INTO THE SYSTEM, THE **BEHAVIORS** THEY ENCOURAGE, AND THE **AESTHETIC** TAKEAWAY -- WHICH TYPES OF AESTHETICS WERE EXPERIENCED?

SOME EXAMPLES

- MINECRAFT
- PAPERS, PLEASE
- BRAID
- WORLD OF WARCRAFT
- MONUMENT VALLEY
- JOURNEY
- FIREWATCH
- OVERWATCH
- EVERYTHING
- GETTING OVER IT
- LEGEND OF ZELDA
- WITH BENNETT FODDY

IN MY **MUSIC, COMPUTING, DESIGN** STUDIO COURSE, STUDENTS OFTEN ASK "WHAT SHOULD I DESIGN?" OR "WHERE SHOULD I GO FROM HERE?" I OFTEN FIND MYSELF SUGGESTING "ADD CONSTRAINTS, INVENT MECHANICS" AND DISCOVER HOW THEY CHANGE THE DYNAMICS. SO...

• PART 2: IMAGINE & SKETCH

DESIGN A GAME FOR FUN. THINK ABOUT THE **AESTHETIC** AIMS -- WHAT DO YOU WANT YOUR PLAYERS TO FEEL? WORK **BACKWARD** AND INVENT THE **MECHANICS** -- TEST/IMAGINE/DEDUCE WHAT **DYNAMICS** MIGHT BE FOSTERED AND USE IT TO FURTHER REFINE THE MECHANICS!



• PART 3: GAMIFY

TAKE SOMETHING IN YOUR DAILY LIFE OR WORK -- SOMETHING THAT IS OSTENSIBLY NOT A GAME. DESIGN RULES AROUND THAT TO CHANGE BEHAVIOR FOR YOU OR SOMEONE ELSE!

EXAMPLES

- ACHIEVEMENTS FOR HOUSEHOLD TASKS
- INCENTIVES FOR EXERCISING (E.G., DOING PULL-UPS)
- SEE "IF I CAN DO IT" OR "DO IT MORE EFFICIENTLY"
- GAMIFYING OFFICE BEHAVIOR

BYRON: "I PUT A PULL-UP BAR OUTSIDE MY BATHROOM AND DO 10 PULL-UPS BEFORE USING THE BATHROOM EACH TIME!"