

## **BA Video Game Maker 12**

**District Name:** SD #73 (Kamloops/Thompson)

**District Number:** District # 73

**Developed by:** Joe Cimmarrusti

**Date Developed:** Feb 11, 2007

**School Name:** Brocklehurst Secondary School

**Principal's Name:** Mr. Dinsdale

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Video Game Maker 12

**Grade Level of Course:** Grade 12

**Number of Course Credits:** 4 Credits

**Number of Hours of Instruction:** 120 hours

**Prerequisite(s):** Video Game Maker 11.

**Special Training, Facilities or Equipment Required:** Computers should be no less than Pentium 3s with Direct X8 or later. Game maker 6 is required; the addition of other computer based art packages would also be beneficial in order to create backgrounds and sprites.

## Course Synopsis:

Video Game Maker 12 is the next phase from Video Game Maker 11, in which students further develop their proficiency in technical areas. They may focus on a particular genre of game or a hybrid of genres according to interest or assignment.

Students will be expected to take a leadership role if sharing the class with Video Game Maker 11 students.

Students will complete a number of projects at a higher level of complexity than those in Game Maker 11. Since much of game development will be independent, a higher level of self-responsibility is expected.

Assessment will be continuous through a variety of teacher initiated evaluation processes. The course promotes a “professional” approach to the completion of chosen goals.

## Rationale:

Video Game Maker 11 was an introduction to the field of video game creation. Several different game genres were introduced and practiced; however, 3D and multiplayer games were not covered at this level. Video Game Maker 12 has been developed for those who wish to learn the 3D games genres and to add Multiplayer options. Also, like professional software houses, students must learn to successfully work in teams to create a fully finished product. Additionally, students are not only expected to exercise a high degree of self-motivation and responsibility in completing team projects, but to utilize skills and experiences to aid new students introduced into Game Maker 11.

## Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Reviewing Skills from Video Game Maker 11	5 hours
Unit 2	Simulated 3D and Multiplayer Games	20 hours
Unit 3	Professional Production with Software Teams	95 hours
<b>Total Hours</b>		120 hours

## **Unit/Topic/Module Descriptions:**

### **Unit 1: Reviewing Skills from Video Game Maker 11**

#### **Overview**

Students will start this course, by reviewing skills and techniques covered from last year's course.

### **Curriculum Organizers and Learning Outcomes**

It is expect that students will be able to:

- Demonstrate an understanding of constructing various game genres.
- Demonstrate a firm understanding of the Game Maker interface.
- Identify the different techniques used to create various genres.
- Demonstrate a firm understanding on how to produce a variety of visual affects using the Game Maker program.
- Demonstrate their skills by helping students who are new to Game Maker.

### **Unit 2: Simulated 3D and Multiplayer Games**

#### **Overview**

Students will explore the 3D capabilities and limitations of the Game Maker program along with the addition of Multiplayer.

### **Curriculum Organizers and Learning Outcomes**

It is expected that students will be able to:

- Identify how one creates 3D textures and objects using 2D sprites.
- Identify what is necessary to move characters in a 3D environment.
- Demonstrate an understanding of 3D, by creating a simple 3D game with the Game Maker program.
- Identify what is involved in creating a multiplayer game using the Game Maker program.
- Demonstrate an understanding of multiplayer by creating a simple multiplayer title.

## **Unit 3: Professional Production**

### **Overview**

Students will complete a game that includes introductory screens to the high score table at a professional level. Storyboards, sounds, sprites and backgrounds must be completely self-created and designed.

### **Curriculum Organizers and Learning Outcomes**

It is expected that students will be able to:

- Demonstrate the ability to work with others to design and complete a video game genre(s) of choice.
- Develop sprite(s) at a higher and more professional level.
- Develop a game title that is fully interactive.
- Develop an immersive story line draws in the gaming audience.
- Develop a software title that is fun to play with high replay value.

### **Instructional Component:**

- Direct instruction through lecture and class discussions on various course topics that include game play and design. Step by step instruction will be based on illustrating functions of Game Maker's interface that are new.
- Continual inquiry by the teacher to students regarding the Game Maker interface to further embed their knowledge and abilities.
- Student will intermittently be exposed to videos, internet sites, and arcade classics to expand their knowledge of videogames, to reinforce what makes an excellent game.
- Indirect instruction by students through self-inquiry, induction, team problem solving and share.
- Analysis of other commercial arcade/computer games.

### **Assessment Component:**

Due to the nature of this course, evaluation is ongoing. Each unit builds on principals mastered from previous units. Successful completion of each unit is necessary for success. The value of each unit is proportional to unit length and complexity. Theory covered throughout the course will be assessed by quizzes and tests that are multiple choice, matching, short answer and through practical evaluation of work. Student created games will be evaluated using a criteria based rubric that covers topics such as graphics, sound, character movements, theme, game play, level design, playability, etc. Prior to working on a game-project, students will complete and hand-in a draft for evaluation. Drafts will include game theme, storyline, levels and game design. Prior to game completion, students will be presented with an evaluation rubric, first

permitting students to polish evaluated criteria and later to complete a self-evaluation. Instructors are to consider student's self-evaluation while assessing their finished work.

### Learning Resources:

- Game Maker Version 6.0 or 7.0(Program)
- PhotoDraw Version 2(Drawing Program)
- Corel Draw 10(Drawing Program)
- Book: Basic Game Design and Creation for Fun & Learning.
- Book: The Game Maker's Apprentice
- Graphicsgale (art program...great for sprite creation).
- Gamemaker Forums provide important information regarding the gamemaker program. Here, game designers are more than willing to provide information and technique.
- The gamemaker program, forums, school-discounted software licenses, teacher lessons and other aids will be found at the following website: [www.gamemaker.nl](http://www.gamemaker.nl)

### Additional Information:

- This is the continuation of Videogame Maker 11, further supporting a student's interests in videogames and the industry. There are several version of Gamemaker available. If computers with DirectX8.0 is available, Gamemaker version 6 or recently released Gamemaker version 7. Gamemaker version 7, has better built in functions that support 3D game design. If available computers do not support DirectX 8, Gamemaker version 5.3 is still available. Version 5.3 is quite functional for a Game Maker 11 course, but not recommended for Game Maker 12, due to it's very limited built-in 3D support.

