



**I. COURSE DESCRIPTION:**

In order to create any game or interactive presentation it is imperative to understand gaming concepts and constructs. This course will provide the student with an understanding of how technological advances have altered game play and will provide the basis for predictions and preparedness for future game formats, iterations,

Through this course the student will achieve a greater Understanding of how technological limitations drove the need to get the most out of resources, A particular focus on evolution of gameplay, evolution of target audience (including to serious games) will be explored in context with the Generations of Gaming (Origins in traditional (i.e. non-digital) games and computer research, "Golden Age", Second Generation (1977-1983), Third (1985-89), Fourth (1989-96), Fifth (1994-1999), Sixth (1998-2006), Seventh (2004-?))

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Critically analyze games with regards to game story structure, mechanics, pacing and the direction of art.***

Potential Elements of the Performance:

- Display ability to abstract gameplay concepts and mechanics from final art in commercialized products
- Communicate the interrelationship between various game elements and how this may inform design decisions

2. ***Apply effective business practices and time management skills appropriate to his/her position in the game art industry.***

Potential Elements of the Performance:

- Complete assignments on time
- Develop assignments in an iterative manner
- Respond effectively to changing and tight deadlines

3. ***Create assets that maximize platform potential on various software development platforms.***

Potential Elements of the Performance:

- Develop art assets appropriate for game concepts targeting various video game hardware generations.
- Work within technical restrictions to achieve a desired artistic outcome.
- Communicate an understanding of the strengths and

weakness of each platform, and how this impacts the user experience.

4. ***Communicate (visually, verbally and in written form) with other artists, potential employers, art directors and clients for the purposes of game art creation.***

Potential Elements of the Performance:

- Develop consistent visual identity for across game assets for a given target platform and design.
- Communicate awareness of the potential impact of artistic direction on non-artistic priorities (target audience, design, business model...)
- Effectively listen to and follow directions

5. ***Work effectively as a game artist to meet objectives within a team environment.***

Potential Elements of the Performance:

- Effectively follow direction and requirements of assignment
- Work with team members to effectively share tasks and meet requirements
- Display ability to deliver and accept constructive criticism
- Display ability to effectively argue and defend an idea
- Display ability to adapt positively to the ideas of others

6. ***Employ appropriate uses of traditional and digital media within the game art context.***

Potential Elements of the Performance:

- Effectively translate hand-drawn concept art to digital art assets appropriate to the assignment
- Display ability to switch between mediums when necessary

### III. TOPICS:

1. The Origin of video games (tennis for two, Spacewar!), paper based: D&D, Strat-O-Matic, board games
2. First steps technology: Television gaming apparatus, The brown box, Computer Space coin-op, Syzygy
3. First steps commercialization: Atari, Pong, Odyssey
4. Atari (1971-1977) Promotional art (asteroid), representational graphics (tank, gun fight), computer industry revolution (Breakout: Steve Jobs), first content controversy (Death Race)
5. Atari: The Golden Years (1978-81) Defining a new industry

- (business model vs records (3<sup>rd</sup> party dev relations), tech R&D vs. content push,
6. Second generation consoles: VCS (Atari 2600), ColecoVision, Intellivision
  7. Activision
  8. First true Icon carries video games into mainstream
  9. Home Computers breed future programming visionaries
  10. The First Story creates an industry leader
  11. Graphical firsts: Isometric Perspective - Space Odyssey, target audience – Ms. Pac-Man, stages – gorf, FP perspective sim – Red Baron,
  12. 3D Games: Isometric perspective of Zaxxon and the “background” reaching into gameplay.
  13. Rise of Sega
  14. Imagic
  15. Laserdiscs: Astron Belt, Dragon’s Lair, space ace
  16. Genre Development Overview: Adventure Games, Fighting, Platform, Puzzle, Racing, Role Playing, Rhythm, Shooters, Stealth...
  17. Genre Development: CRPG – Ultima: Tiled Graphics
  18. Genre Development: Survival Horror – Crossbow
  19. Polygon based 3D graphics: I, Robot
  20. Genre Development: Fighting – Karate Champ
  21. 3D environment as playfield: Marble Madness
  22. Environment secrets: Super Mario Bros., Pac-Land  
Video game crash
  23. 3<sup>rd</sup> Generation Consoles
  24. The Legend of Zelda, Final Fantasy, Metal Gear
  25. Handheld gaming (Gameboy)
  26. (1990’s) Myst takes advantage of CD-ROM storage
  27. 1<sup>st</sup> person shooters (Doom)
  28. 3D acceleration cards (Quake)
  29. 4<sup>th</sup> generation consoles
  30. 5<sup>th</sup> generation consoles – full 3D games - Nintendo 64 – Super Mario 64
  31. Cinematics, haptic technology and story come together (MGS)
  32. GoldenEye 007 gameplay innovations
  33. Final Fantasy VII shifts balance of power (hardware to sales)
  34. 6<sup>th</sup> Generation Consoles: DC, PS2, Xbox
  35. 7<sup>th</sup> Generation: Rise of handhelds (DS, PSP), Motion control expands audience, increasing development budgets
  36. Game technology expanding (Serious Games)
  37. Games becoming ubiquitous

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

**V. EVALUATION PROCESS/GRADING SYSTEM:***Assignment 1: 20% class grade**Assignment 2: 20% class grade**Assignment 3: 20% class grade**Final assignment: 40% class grade*

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<b>Grade Point Equivalent</b>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.