

eDynamic Learning Course Title: Foundations of Game Design 1ab
State: WA
State Course Title: Media Arts - High School Proficient
State Standards: K-12 Arts Learning Standards
Date of Standards: 2017
Percentage of Course Aligned: 100%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
Anchor Standard 1 Generate and conceptualize artistic ideas and work.							
a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Foundations of Game Design 1a: Introduction	Unit 1: From King Tut to Mario A History of Gaming	Lesson 3	Students explore the use of brainstorming and other ways to inspire creativity	Activity 2	This standard is met several places in the course.	Fully Met
Anchor Standard 2 Organize and develop artistic ideas and work.							
a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	Foundations of Game Design 1a: Introduction	Unit 6: Game Visuals	Lesson 1	Students learn and apply principles of visual design and elements of media arts production in lab work	Lab	This standard is met several places in the course.	Fully Met
Anchor Standard 3 Refine and complete artistic work.							
a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.	Foundations of Game Design 1a: Introduction	Unit 2: What's in a Game	Lesson 4	Students learn how certain stylistic conventions aid production	Activity 1	This standard is met several places in the course.	Fully Met
b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	Foundations of Game Design 1a: Introduction	Unit 2: What's in a Game	Lesson 4	Students revise elements of a game to reflect goals and preferences	Activity 1	This standard is met several places in the course.	Fully Met
Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.							
a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 6: Immerse Your User	Lesson 1	Students examine how to use design to enhance the gaming experience	Lab	This standard is met several places in the course.	Fully Met

Anchor Standard 5 Develop and re fine artistic techniques and work for presentation.							
a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	Foundations of Game Design 1a: Introduction	Unit 3: A Peek Into the Game Industry	Lesson 2	Students explore and fulfill the tasks of several members of a design team	Critical Thinking 1	This standard is met several places in the course.	Fully Met
b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 8: The Future of Gaming	Lesson 2	Students apply innovation skills to design effective games	Critical Thinking 5	This standard is met several places in the course.	Fully Met
c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 2: GO 3D!	Lesson 1	Students use Blender to manifest designs for a game	Activity 1	This standard is met several places in the course.	Fully Met
Anchor Standard 6 Convey meaning through the presentation of artistic work.							
a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	Foundations of Game Design 1a: Introduction	Unit 6: Game Visuals	Lesson 1	Students create a presentation on the principles of visual design and elements of media arts production	Lab	This standard is met several places in the course.	Fully Met
b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 5: Accept the Mission	Lesson 2	Student recommend modifications to make a game more accessible for all users	Critical Thinking 2	This standard is met several places in the course.	Fully Met
Anchor Standard 7 Perceive and analyze artistic work.							
a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 1: Get Artistic	Lesson 3	Students examine the key principles of animation	Lab	This standard is met several places in the course.	Fully Met
b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.	Foundations of Game Design 1a: Introduction	Unit 6: Game Visuals	Lesson 1	Students create a presentation on the principles of visual design and elements of media arts production	Lab	This standard is met several places in the course.	Fully Met
Anchor Standard 8 Interpret intent and meaning in artistic work.							
a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Foundations of Game Design 1a: Introduction	Unit 5: Developing a Game Deism Document	Lesson 2	Students consider how culture shapes meaning in a variety of visual arts types	Critical Thinking 4	This standard is met several places in the course.	Fully Met
Anchor Standard 9 Apply criteria to evaluate artistic work.							
a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Foundations of Game Design 1a: Introduction	Unit 6: Game Visuals	Lesson 1	Students critique elements of a game based on criteria provided	Discussion 2	This standard is met several places in the course	Fully Met
Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.							
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 6: Immerse Your User	Lesson 3	Students use a variety of sound features to enhance the game experience	Activity 2	This standard is met several places in the course	Fully Met
b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.	Foundations of Game Design 1a: Introduction	Unit 5: Developing a Game Deism Document	Lesson 2	Students consider how culture shapes meaning in various types of visual arts	Critical Thinking 4	This standard is met several places in the course	Fully Met
Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.	Foundations of Game Design 1b: Storytelling, Mechanics, and Production	Unit 5: Accept the Mission	Lesson 3	Students develop levels to represent a number of purposes	Activity 1	This standard is met several places in the course	Fully Met

b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	Foundations of Game Design 1a: Introduction	Unit 7: The Business of Video Games	Lesson 2	Students explore the ethical and legal elements of game design	Critical Thinking 1	This standard is met several places in the course	Fully Met
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