

# Table of Activities

## Part 1: Art, Media, and Persuasion (4 50-minute sessions)

Students analyze examples of art and media that address social issues and discuss how art and media can influence and persuade. They view a video game and think about how its design contributes to the game’s purpose. Students are introduced to the unit project and begin their research.

### Activity 1A: Introduction to How Art and Media Engage and Persuade

<b>1A.1:</b> <i>Looking at Art and Media as Catalysts for Change</i>	Students study three examples of issue-based art and media. They analyze a video game and are introduced to the unit.
<b>1A.2:</b> <i>An Ideal World</i>	Students think about changes they might like to make in their community or the world, sketching “before” and “after” images for a particular issue. The class compiles a master list of issues for its games.

### Activity 1B: Choosing and Researching an Issue

<b>1B.1:</b> <i>Choosing an Issue</i>	Students learn about the unit project. Student teams select one issue on which to base their video game.
<b>1B.2:</b> <i>Researching the Issue</i>	Teams identify the information they need to develop their game, and begin their research.
<b>1B.3:</b> <i>Choosing a Purpose</i>	Teams decide on the purpose of their game—what information they want to convey or what actions they want to inspire players to take.

## Part 2: Developing Game Ideas (9 50-minute sessions)

Students brainstorm ideas for their video game concepts and analyze screenshots of video games. Teams sketch preliminary concept art for their games and get class feedback. Students work in their curation teams and exhibition preparation teams on their year-end exhibition.

### Activity 2A: Thinking About the Game

<b>2A.1:</b> <i>Brainstorming Game Ideas</i>	Teams brainstorm ideas for their game concepts, drawing on what they have learned so far in their research.
<b>2A.2:</b> <i>Looking at Game Settings</i>	Students look at screenshots of existing video games to learn about the use of visual elements and to compare different video game styles.
<b>2A.3:</b> <i>What Does Your Game World Look Like?</i>	Students develop ideas for the look and setting of their own game worlds.

### Activity 2B: Sketching the Game World

<b>2B.1:</b> <i>Creating Concept Art Sketches: Studio</i>	Each team member completes three preliminary sketches of concept art, including an overall depiction of the game world, a screenshot, and a sketch of characters or objects from the game.
<b>2B.2:</b> <i>Responding to Concept Art</i>	Students post their sketches, receive feedback, and discuss the concepts of unity and visual style.

### Activity 2C: Working on the Exhibition

<b>2C.1:</b> <i>Thinking About the Opening Reception</i>	Students brainstorm and finalize ideas for a reception for the end-of-year art exhibition, and assign tasks.
<b>2C.2:</b> <i>Meeting in Exhibition Teams</i>	Curation teams decide on themes for their sections of the exhibition and select works to include. Exhibition preparation teams review responsibilities and check in on task progress.

## Part 3: Analyzing Video Games (7 50-minute sessions)

Students analyze video games in order to revise their video game concepts and one of their preliminary sketches. They learn about careers in the game industry and check in on their AME Career Research projects.

### Activity 3A: Analyzing Video Games

<b>3A.1:</b> <i>Why Do People Play Games?</i>	Students discuss the appeal of video games and describe what is compelling about some of their favorite games.
<b>3A.2:</b> <i>Looking at Entertainment- and Issue-Based Video Games</i>	Students work in teams to analyze both entertainment- and issue-based video games, looking at such aspects as genre, setting, and characters.
<b>3A.3:</b> <i>Sharing Video Game Analyses</i>	Students write about a game they analyzed and discuss similarities and differences between entertainment- and issue-based games.

### Activity 3B: Revising Game Ideas

<b>3B.1:</b> <i>Revising the Game Concept</i>	Students revise their game concept ideas, present their revised ideas to the class for review, and incorporate class feedback.
<b>3B.2:</b> <i>Creating a Detailed Sketch: Studio</i>	Students choose one preliminary sketch to develop into a more detailed sketch, using class feedback and revisions to their game concept. They then share their detailed sketch with the class.
<b>3B.3:</b> <i>Examining Careers</i>	Students learn about careers related to their unit work and check in on their AME Career Research projects.

## Part 4: Creating Final Art and Making the Pitch (10 50-minute sessions)

Students create finished concept art and develop and deliver a pitch for their games. They reflect on their work and on the effectiveness of using video games as a means to inspire, inform, and motivate people about a particular issue.

### Activity 4A: Creating Final Artwork: Studio/Technique

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Students meet in their teams to decide how team members will create their artworks and what media they will use. Each student then creates his or her final artwork.

### Activity 4B: Preparing and Delivering the Pitch

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Students work in their teams to develop and deliver the pitch for their games. They reflect on what they have learned throughout the unit.