

Gaming XR and Animation

2 hour lesson

Resources and equipment required:

Flipchart paper, markers, if in the classroom and students will need scissors and glue sticks.

In preparation for the session using the art-based task, ask students to bring travel brochures, magazines, newspapers. It is also recommended that the teacher also bring some to the class if in school.

You will need your school URN number to hand to access filmed content – ensure sound and video are enabled

GATSBY BENCHMARK 5


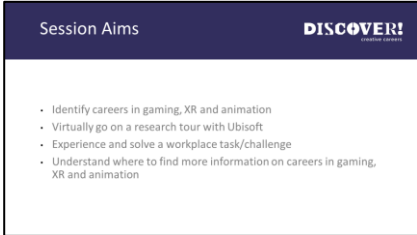

To enable your activity today to meet Gatsby Benchmark 5, active and two-way communication needs to take place between student and employer. This can be achieved as follows:


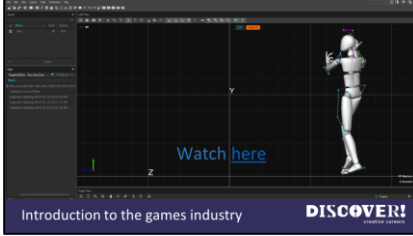
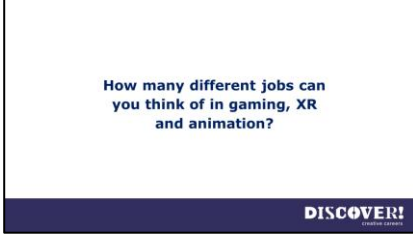
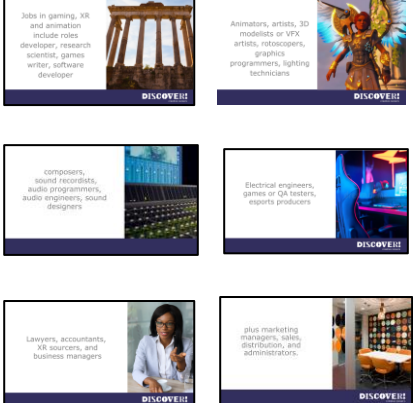
Employers can be invited to review the mood boards/student presentations and give feedback (option 1 activity)


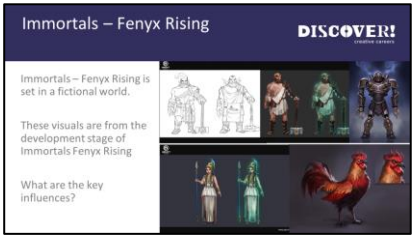
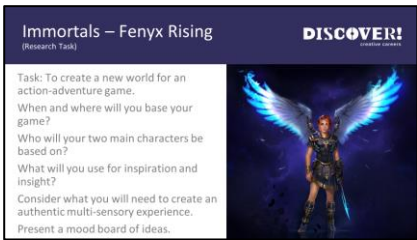
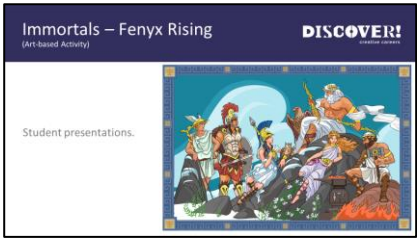

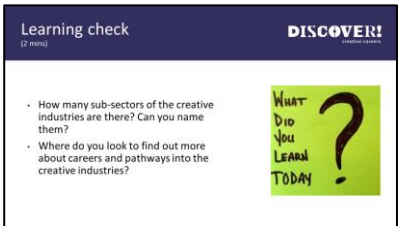
Employers can be invited to review the motion capture scene reading/performance and give feedback (option 2 activity)

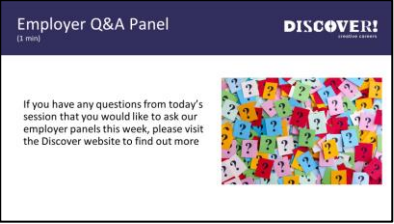

Invite students to ask questions of our expert Q&A panels during NCW. Check the [website](#) for more information on the panel and times.

Lesson Guide:

1	<p>00:00:00</p> 	Title
2	<p>00:00:20</p> 	<p style="text-align: right;">1 min</p> <p>Introduction to creative industries, in particular gaming, extended reality and animation Go on a Research Tour with Ubisoft – find out Immortals – Fenyx Rising is developed and made Experiential student activities based around a game development and production End with a look at DiscoverCreative.Careers for more info on careers, qualifications, pathways, resources</p>
3	<p>00:01:00</p> 	<p style="text-align: right;">2 min</p> <p>What are the creative industries? 12 sub sectors The Creative Industries were defined in the Government's 2001 Creative Industries Mapping. Defined as “those industries which have their origin in individual creativity, skill and talent. and which have a potential for wealth and job creation through the generation and. exploitation of intellectual property”.</p>

		Think how often in every day of your life you interact with creative industries – music, radio, newspapers, magazines, books, TV content on YouTube, podcasts, billboard posters, architecture – so much is of what you see is designed, produced, created.
4	00:03:00 	3 mins It's been a tough year for many subsectors of the creative industries. But gaming has thrived. Why do students think this is? Remote working, virtual production, computer based. Teachers, please read: https://ukie.org.uk/news/covid-19-an-opportunity-for-the-gaming-industry-to-take-a-leaf-out-of-the-news-ecosystem
5	00:06:00 	3 mins A quick overview of the games industry to set the theme Ensure you have your school URN ready to input to access the content.
6	00:09:00 	5 mins ICEBREAKER What is XR? What do students understand by the term Extended Reality? (www.aixr.org) Teacher to refer students back to the film they saw in their assembly or form time and ask them to think about how many jobs they could remember in gaming or animation or extended reality. Consider how a game gets made – what are its components? Then teacher or nominated student to jot answers called out from class on to flipchart paper. How many do you get? Allow 3 mins for shoutout, then go through next few slides quick fire – slides 6-11 should take 1 min.
7-12	00:14:00 	1 min

<p>13</p>	<p>00:15:00</p> 	<p style="text-align: right;">3 mins</p> <p>Immortals – Fenyx Rising Trailer Play trailer for game.</p>
<p>14</p>	<p>00:18:00</p> 	<p style="text-align: right;">10 mins</p> <p>Here are actual visuals from Immortals-Fenyx Rising to show students how characters are developed and what their themes and influences might be.</p>
<p>15</p>	<p>00:28:00</p> 	<p style="text-align: right;">55 mins</p> <p>Research and art based activity</p> <p>Students to work in teams in class or individually remotely.</p> <p>50 mins activity + 5 min break before presentations</p>
<p>16</p>	<p>01:23:00</p> 	<p style="text-align: right;">20 mins</p> <p>Student presentations</p>
<p>17</p>	<p>01:43:00</p> 	<p style="text-align: right;">12 mins</p> <p>Use this activity as a round up and signposting for further info about careers in creative industries.</p> <p>If time is short, it is suggested students are asked to key the url into their phones to view later</p>
<p>18</p>	<p>01:55:00</p> 	<p style="text-align: right;">3 mins</p> <p>Learning check</p>

<p>19</p>	<p>01:58:00</p> 	<p style="text-align: right;">2mins</p> <p>To enable your activity today to meet Gatsby Benchmark 5, active and two-way communication needs to take place between student and employer. This can be achieved as follows:</p> <ul style="list-style-type: none"> - Employers can be invited to review the mood boards/student presentations and give feedback - Employers can be invited to review the motion capture scene reading/performance and give feedback - Invite students to ask questions of our expert Q&A panels during NCW. Details on timings and contributors are on the website.
<p>20</p>	<p>00:60:00</p> 	<p>End</p>