

## Gaming XR and Animation 2 hour lesson for Year 13s

### Resources and equipment required:

Internet access. Flipchart paper, markers, scissors and glue sticks (esp for art –based task)

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 delivered in the classroom.

In preparation for the session using the performance-based task, have scripts provided printed or emailed so they ready in advance.

You will need your school URN number to access films – 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 and 3 activities)











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

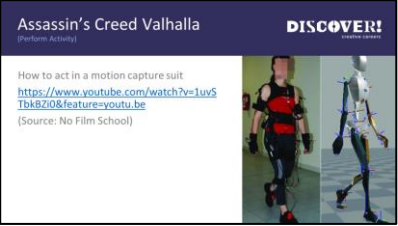
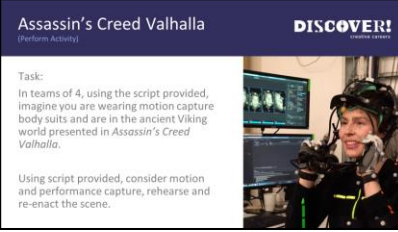




Invite students to ask questions of our expert Q&A panels during NCW. Check the [website](#) for more information on the panel and times.

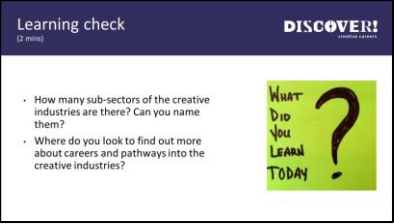
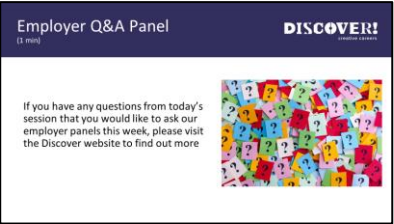

### Lesson Guide:

0	<p>00:00:00</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Note for teachers</b> <span style="float: right;"><b>DISCOVER!</b> creative careers</span></p> <p>There are three activities in this lesson for you to choose from depending on the interests of your group of students:</p> <ul style="list-style-type: none"> <li>• Perform – role play in motion capture suits to reenact a scene from the game with actual scripts Assassin's Creed Valhalla</li> <li>• Visualise – create a new world for a game with reference to actual visuals created for Assassin's Creed Valhalla</li> <li>• Compose – listen to a video of a song from the game, and research what instruments, language, melody, inspiration material you might need to compose for game set in ancient Greece</li> </ul> <p style="text-align: center; font-size: small;">Where possible invite employers to review student work for Gatsby BM 5</p> </div>	<p>Note for teachers</p> <p>There are three workplace tasks/challenges, each with a different focus, to work in line with your students' interests as a one-off or as a series of three lessons.</p> <p><b>Delete the activity slides which are not relevant to your lesson so slide numbers are aligned with notes</b></p> <p><b>NB Even though this resource does not feature excessive violence and materials are age appropriate, Assassin's Creed is an 18-rated game (PEGI)</b></p>
1	<p>00:00:00</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>DISCOVER!</b> creative careers</p> <p><b>NCW</b> </p> <p style="font-size: small;">National Careers Week   2022</p> <p>Screen: Film and TV</p> </div>	<p>Title</p>

<p>2</p>	<p>00:00:20</p> <div data-bbox="301 230 719 465"> <p><b>Session Aims</b></p> <ul style="list-style-type: none"> <li>Identify careers in gaming, XR and animation</li> <li>Virtually go on a research tour with Ubisoft</li> <li>Experience and solve a workplace task/challenge</li> <li>Understand where to find more information on careers in gaming, XR and animation</li> </ul> </div>	<p style="text-align: right;"><b>1 min</b></p> <p>Introduction to creative industries, in particular gaming, extended reality and animation Go on a Research Tour with Ubisoft – find out how Assassin’s Creed Valhalla was developed and made. Experiential student activities based around a game development and production – choose one of three End with a look at DiscoverCreative.Careers for more info on careers, qualifications, pathways, resources</p>																																	
<p>3</p>	<p>00:01:00</p> <div data-bbox="301 622 719 857"> <p>12 sectors = lots of careers!</p> </div>	<p style="text-align: right;"><b>2 min</b></p> <p>What are the creative industries? 12 sub sectors The <b>Creative Industries</b> were <b>defined</b> in the Government’s 2001 <b>Creative Industries Mapping</b>. Defined as “those <b>industries</b> which have their origin in individual <b>creativity</b>, skill and talent. and which have a potential for wealth and job creation through the generation and. exploitation of intellectual property”. 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.</p>																																	
<p>4</p>	<p>00:03:00</p> <div data-bbox="301 1124 719 1359"> <p>By 2020 total UK sales revenue for games (£5.5bn) is expected to overtake total spend on books (£4.9bn)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rank</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>1</td> <td>Assassin's Creed Valhalla</td> </tr> <tr> <td>2018</td> <td>2</td> <td>Call of Duty: Black Ops Cold War</td> </tr> <tr> <td>2017</td> <td>3</td> <td>Marvel's Spider-Man Miles Morales</td> </tr> <tr> <td>2016</td> <td>4</td> <td>FIFA 16</td> </tr> <tr> <td>2015</td> <td>5</td> <td>Animal Crossing: New Horizons</td> </tr> <tr> <td>2014</td> <td>6</td> <td>Overwatch</td> </tr> <tr> <td>2013</td> <td>7</td> <td>Super Mario 3D All Stars</td> </tr> <tr> <td>2012</td> <td>8</td> <td>Markiplier (YouTube)</td> </tr> <tr> <td>2011</td> <td>9</td> <td>Minecraft (Digital)</td> </tr> <tr> <td>2010</td> <td>10</td> <td>World of Warcraft</td> </tr> </tbody> </table> <p>Source: OIR, 10 November 2020</p> </div>	Year	Rank	Title	2019	1	Assassin's Creed Valhalla	2018	2	Call of Duty: Black Ops Cold War	2017	3	Marvel's Spider-Man Miles Morales	2016	4	FIFA 16	2015	5	Animal Crossing: New Horizons	2014	6	Overwatch	2013	7	Super Mario 3D All Stars	2012	8	Markiplier (YouTube)	2011	9	Minecraft (Digital)	2010	10	World of Warcraft	<p style="text-align: right;"><b>3 mins</b></p> <p>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: <a href="https://ukie.org.uk/news/covid-19-an-opportunity-for-the-gaming-industry-to-take-a-leaf-out-of-the-news-ecosystem">https://ukie.org.uk/news/covid-19-an-opportunity-for-the-gaming-industry-to-take-a-leaf-out-of-the-news-ecosystem</a></p>
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<p>5</p>	<p>00:06:00</p> <div data-bbox="301 1482 719 1718"> <p><b>How many different jobs can you think of in gaming, XR and animation?</b></p> </div>	<p style="text-align: right;"><b>5 mins</b></p> <p>ICEBREAKER What is XR? What do students understand by the term Extended Reality? (<a href="http://www.aixr.org">www.aixr.org</a>) 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.</p>																																	

<p>6-11</p>	<p>00:11:00</p> <p>Jobs in gaming, XR and animation include roles such as developer, research scientist, games writer, software developer</p>  <p>Animators, artists, 3D modelers, VFX artists, rotoscopers, graphics programmers, lighting technicians</p>  <p>composers, sound recordists, audio programmers, audio engineers, sound designers</p>  <p>Electrical engineers, games or QA testers, esports producers</p>  <p>Lawyers, accountants, XR resources, and business managers</p>  <p>plus marketing managers, sales, distribution, and administration</p> 	<p>1 min</p>
<p>12</p>	<p>00:12:00</p> <p>Research Tour – Assassin’s Creed Valhalla</p>  <p>Visit research tour now</p>	<p>10 mins</p> <p>Introduce research tour film and click link to play. <b>Ensure you have your school URN ready to input to access the content.</b></p>
<p>13</p>	<p>00:22:00</p> <p>Research Tour – Assassin’s Creed Valhalla</p>  <p>What aspect of the tour surprised you? Which job roles were you not aware of before?</p>	<p>3 min</p> <p>Reflection on film – discussion points</p>
<p>14(V)</p>	<p>00:25:00 – Option 1 Visualise (V1)</p> <p>Assassin’s Creed Valhalla</p> <p>(Visualise Activity)</p> <p>As well as the research tour, the new game’s world is visualized with graphics, sounds, textures and mood boards.</p> <p>This process was where the world for Valhalla began to take shape...</p> 	<p>5 mins</p> <p><b>VISUALISE:</b> Art based activity</p> <p>England in the age of the Vikings is a fractured nation of petty lords and warring kingdoms. Beneath the chaos lies a rich and untamed land waiting for a new conqueror. Let’s look at how the world look at visual stage - here are actual visuals from Assassin’s Creed Valhalla to show students what is created before the research tour is commissioned.</p>
<p>15(V)</p>	<p>00:30:00 – Option 1 Visualise (V2)</p> <p>Assassin’s Creed Valhalla</p> <p>(Visualise Activity)</p> <p>Task: In pairs, your task is to create a new world for an action-adventure game. Who will your two main characters be based on? Where will you and the research team visit for inspiration and experiential insight? Consider what you will need to explore to create an authentic multi-sensory experience. Present a mood board of ideas.</p> 	<p>45 mins</p> <p>Students to work in teams or individually. Depending on what time is available student output can vary from a proposed plan to actual visuals/mood boards</p> <p>40 mins activity + 5 min break before presentations</p> <p><b>OR</b></p>

<p>14(P)</p>	<p>00:25:00 – Option 2 <b>Perform</b> (P1)</p> 	<p style="text-align: right;"><b>10 mins</b></p> <p><b>PERFORM:</b> Drama based activity</p> <p>Input for students before brief – 10 mins: <a href="https://nofilmschool.com/how-to-act-in-mocap-suits">https://nofilmschool.com/how-to-act-in-mocap-suits</a></p>
<p>15(P)</p>	<p>00:35:00 – Option 2 <b>Perform</b> (P2)</p> 	<p style="text-align: right;"><b>40 mins</b></p> <p>Choice of three original scripts included in resources pack. Each features a selection of dialogues with two characters plus voiceover. Suggestion for teams of 4 is two actors, one voiceover artist and a director 35 mins activity /rehearsal + 5 min break before performances <b>OR</b></p>
<p>14(C)</p>	<p>00:25:00 – Option 3 <b>Compose</b> (C1)</p> 	<p style="text-align: right;"><b>10 mins</b></p> <p><b>COMPOSE:</b> Music based activity</p> <p>A video game composer works in collaboration with game developers to create video game soundtracks, comprised of thematic and incidental music that is audible throughout gameplay. Play 2 min video and discuss.</p>
<p>15(C)</p>	<p>00:35:00 – Option 3 <b>Compose</b> (C2)</p> 	<p style="text-align: right;"><b>40 mins</b></p> <p>Students to work in teams or individually.</p> <p>Students will need to research and compile proposals to present on computers with internet access. 35 mins + 5 min break before presentations</p>
<p>16</p>	<p>01:15:00</p> 	<p style="text-align: right;"><b>30 mins</b></p> <p>Student presentations or performances.</p> <p>To meet Gatsby Benchmark 5, invite employers to observe or review students' work</p>
<p>18</p>	<p>01:45:00</p> 	<p style="text-align: right;"><b>10 mins</b></p> <p>Use this activity as a round up and signposting for further info about careers in creative industries. Ask students to look up roles relevant to today's activities, as well as two tasks on slide. If time is short, it is suggested students are asked to key the url into their phones to view later</p>

19	<p>01:55:00</p> 	<p style="text-align: right;"><b>3 mins</b></p> <p>Learning check</p>
20	<p>01:58:00</p> 	<p style="text-align: right;"><b>2 mins</b></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"> <li>- Employers can be invited to review the mood boards/student presentations and give feedback</li> <li>- Employers can be invited to review the motion capture scene reading/performance and give feedback</li> <li>- Invite students to ask questions of our expert Q&amp;A panels during NCW – <a href="#">Games XR &amp; animation is on 2 March 1pm</a></li> </ul>
21	<p>02:00:00</p> 	<p>End</p>