

## Game Design, Introduction: *Electric Chicken*

**GRADE LEVEL:** 3-8

**CLASSROOM TIME REQUIRED:** 30 minutes - 1 hour (depending on number of students and skill level)

**OBJECTIVES:** Students are introduced to basic programming and game design. With clear instructions for how to use the software, students learn to navigate the software and then are able to create their own media using the same tools.

**DEFINING SUCCESS:** Students complete the UnderTale project and are able to create their own games and develop their own coding.

**RESOURCES:**

- Electric Chicken game files, downloaded from [spyhop.org/spy-hop-schools](http://spyhop.org/spy-hop-schools)
- [Game Maker software](#) (free software for Mac or PC)

**CONCEPTS ADDRESSED:**

- Game design
- Coding
- Visual storytelling
- Problem solving

**SHARE:** We want to see your games and play them, too! When you create your own masterpieces, please send them to: [Jana@spyhop.org](mailto:Jana@spyhop.org), and you may get to see your game featured on our website.

**UTAH & NATIONAL MEDIA ARTS STANDARDS:**

**CREATING**

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

*Grade 3*

*MA:Cr1.1.1.3*

*a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.*

*Grade 5*

*MA:Cr1.1.1.5*

*a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.*

**Anchor Standard:** Organize and develop artistic ideas and work

*Grade 3*

*MA:Cr2.1.1.3*

*a. Form, share, and test ideas, plans, and models to prepare for media arts productions.*

**Anchor Standard: Refine and complete artistic work.**

*Grade 3*

*MA:Cr3.1.3*

*a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.*

*b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.*

*Grade 5*

*MA:Cr3.1.5*

*a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.*

**Utah State Standards Grades 7-8**

*Standard 7–8.E.CR.1: Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes.*

*Standard 7–8.E.CR.3: Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.*

*Standard 7–8.E.CR.5: Implement production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.*

**PRODUCING**

**Anchor Standard: Develop and refine artistic techniques and work for presentation.**

*Grade 3*

*MA:Pr5.1.3*

*b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.*

*c. Exhibit standard use of tools and techniques while constructing media artworks.*

*Grade 5*

*MA:Pr5.1.5.*

*c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.*

**Anchor Standard: Convey meaning through the presentation of artistic work.**

*Grade 3*

*MA:Pr6.1.3*

*a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.*

*b. Identify and describe the experience, and share results of and improvements for presenting media artworks.*

Grade 5

MA:Pr6.1.5

a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.

b. Compare results of and improvements for presenting media artworks.

### Utah State Standards Grades 7-8

Standard 7–8.E.P.4: Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose and to communicate intent in constructing media artworks.

### RESPONDING

#### Anchor Standard: Perceive and analyze artistic work.

Grade 3

MA:Re7.1.3

b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

Grade 5

MA:Re7.1.5

b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

#### Anchor Standard: Apply criteria to evaluate artistic work.

Grade 3

MA:Re9.1.3

a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

### Utah State Standards Grades 7-8

Standard 7–8.E.R.1: Describe, compare, contrast, and analyze the qualities of and relationships between the components in media artworks.

Standard 7–8.E.R.3: Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

### CONNECTING

#### Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Grade 3

MA:Cn10.1.3

a. Use personal and external resources, such as interests, information, and models, to create media artworks.

Grade 5

MA:Cn10.1.5

a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.

## Utah State Standards Grades 7-8

*Standard 7-8.E.CO.1: Access, evaluate, and use internal and external resources to inform the creation of media artworks.*