

D9 Part IV (EC / Sub for II): Artist Commission Notes / Reflection (Ind. Assignment) (Draft: D14; Final: D17 80 pts)

“The object of art is not to reproduce reality, but to create a reality of the same intensity.”

-- Alberto Giacometti

If you have talked at length with any game designer, nearly all would agree that **no matter how fun a game may be**, one element is essential: **Good artwork**. A game that has sharp artwork is much more likely to inspire, to excite, and encourage people to spend the \$10-30 cost that you are asking them to pay to play. For this assignment, your **group will work with an artist** and **commission** them to assist you with your final game project. In this case, I’ve already arranged for the assistance from **Mr. Pontious’ Higher Art Class**, and they will be willing to assist any of you interest in their services.

To make the experience a **productive / pleasant** one, consider the **following**:

- I’ll be in touch with Mr. Pontious and his class. He has given me a list of students that are willing to consider working with you guys for your project. They include:
 - **Ashley Schobert:** Email: Ashley.schobert@meritknights.com
 - **Aiden Escotto:** Email: aiden.m.escotto14@gmail.com
- I recommend you contact an Art Student that you’ve chosen / think would be a good fit, and if they agree that they like your game idea and want to work with you, you ought to schedule to meet either in my room or in Mr. Pontious’ room after school together to discuss the project further.
- You may **conduct** the **meeting** via **zoom, skype, etc. (videochat)**, or over the **telephone**. If you decide to **meet in person**, meet in a **public place**, & have a **parent / adult** around that you **trust**, just to be safe.
- When you schedule a time / place / etc. to meet, choose one that would be **convenient** for all of you.
 - If when you visit the first time they have to reschedule, be **willing to come back / meet** later.
 - If the meeting is seen as an **inconvenience** for the artist, they may **decline...** not good.
- If they don’t mind (ask permission), **record** the **conversation**. That way, when you want to **reflect** on it, you can go back and listen to what they said.
- Make sure that you have your **ideas** and **questions prepared** before you meet. Otherwise, you’ll look like you don’t know what you want, and the artist may decide it’s too much of a hassle to do it.
- It would be best if **all of your group** participates in the meeting(s). You don’t **all** have to **talk**, but all of you should **at least listen + take notes** as part of the discussion. Otherwise, they ought to do **IIA** or **IIB**.
- I recommend you plan on spend **at least** 15-20 minutes working / discussing with the person; you could easily talk with them for **an hour** though depending on how many times you decide to meet, changes needed to be made, etc.

Use the **remaining space** below to write down your **discussion plans, ideas for questions, discussion notes, etc.** Use a **separate paper** if needed for your **actual meeting** notes:

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As mentioned above, **good artwork** can help make a game much more appealing to potential buyers. For this assignment, your **group** will **commission an artist** to help make your game that much better! Afterwards, I'd like you to **reflect** on the experience. Write your thoughts (+3 ¶ **typed**), while answering the following questions:

- Share who the artist was that your group worked with (name, age, info about them as an artist, etc.).
- How did your **experience go**, working with them so that they **understood** what you wanted the **artwork to convey** with your game?
- How was it a **valuable** experience? What would you do **differently** next time? Were you satisfied with the results? Why / why not?

| Criteria | Accomplished 16-20% | Satisfactory 11-15% | Developing 6-10% | Beginning 0-5% | Score |
|--------------------|---|--|---|--|-------|
| Context & Accuracy | Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product correctly answers all required questions about the topic. | Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product accurately answers most of the questions about the topic. | Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product correctly answers several of the questions about the topic. | No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly answers correctly any of the questions about the topic. | |
| Structure | All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message | Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message | Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message | Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message | |
| Message Strength | The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Answers all of the required questions | The message is clear. Uses several different persuasive techniques to good effect; answers most of the required questions | The message is somewhat clear, but not very powerful or strong. Answers several of the required questions | The message is unclear or weak, and the viewer struggles to understand the point. Doesn't answer the required questions | |
| Creativity | Student has taken the assignment and completed it in a way that is totally his/her own, yet this doesn't detract from the information presented. | Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation. | Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. | |
| Conventions | The writer demonstrates a strong grasp of conventions by using punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper. There are no spelling or punctuation errors. | The writer demonstrates a good grasp of standard writing conventions: spelling, punctuation, capitalization, grammar, usage, paragraphing. Writer uses conventions effectively to enhance readability. Less than three spelling or punctuation errors present. | Writer shows a reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability. Three to six spelling or punctuation errors present. | Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. Multiple spelling or punctuation errors present. | |