



Game Making

Level 1

Typically, pupils should show evidence of being able to:

- Access existing games the teacher has provided and take part in a teacher-led discussion about features to include in their own game, before selecting information, images (sprites) and/or sounds from a folder the teacher has prepared. Explore basic features in the game design software. (Explore)
- Create or make changes to a basic game with the teacher's help. *This might include adding text and pictures the teacher has provided or making changes to how the game works.* (Express)
- Know that digital methods can be used to communicate. (Exchange)
- Talk about their game, led by the teacher. (Evaluate)
- Demonstrate their game with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Choose information, images (sprites) and/or sounds to include in their game. Include gameplay features of the game design software. *This might include changing game settings to determine what will happen when sprites interact, for example one sprite colliding with another.* (Explore)
- Create a basic game with the teacher's help. *This might include adding text, sprites, sounds and making changes to game settings in a template.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to improve their game, prompted by the teacher. (Evaluate)
- Save their game and/or demonstrate it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Research existing games and search for and choose information, images (sprites) and/or sounds from given digital sources to edit and include in their game. Carry out instructions and edit settings using the game design software to make a working game. *This might include using the game design software to try out what its tools and features can do. Based on this, they pick which tools to use and/or decide what happens when sprites interact.* (Explore)
- Create a game. *This might include edited or self-created text and sprites combined with backgrounds, sounds and some use of gameplay features of the game design software, such as animation and handling collisions.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their game. *This might include changing some sprites, changing the background and changing game settings.* (Evaluate)
- Save their game with a filename and/or show it to the class or group. (Exhibit)

Level 4

Typically, pupils should show evidence of being able to:

- Research and select information, images (backgrounds and sprites) and/or sounds from a range of digital sources to edit and include in their game. Investigate and solve the problem set in the task brief. *This might include creating a storyboard for their game or creating a sequence of commands, for example to animate sprites.* (Explore)
- Create a game that demonstrates an awareness of the audience and purpose defined in the task brief. *This might include creating and editing sprites and/or backgrounds to make them more suitable for the audience and purpose.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include making changes to improve gameplay and documenting the improvements they made to their game.* (Evaluate)
- Save the game in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Research, select and evaluate more relevant information, backgrounds, sprites and/or sounds from a range of digital sources to edit and include in their game. Select appropriate game design software and use a range of tools and features to investigate and solve the problem set in the task brief. *Typically, pupils use a storyboard to plan a game and use a wider range of features, such as multiple levels, events and actions.* (Explore)
- Create a game that combines a range of assets or features to demonstrate a clear understanding of the audience and purpose defined in the task brief. *This might include enhancing the presentation for the audience and purpose by including or editing more appropriate sprites, backgrounds and gameplay features.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to collaborate on designing and creating a game, or discussing, debating and/or negotiating online about which features to include in their individual games.* (Exchange)



- Use the 'plan, do, review' cycle to improve their game for the audience and purpose defined in the task brief. *This might include designing, drafting and making adjustments to their game to make it relevant for the audience and purpose defined in the task brief. They might also ask peers to test their game and give feedback to generate suggestions for improvements.* (Evaluate)
- Organise, store and maintain the game file and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 6

Typically, pupils should show evidence of being able to:

- Research, select and edit the required information, images, variables, sprites, events and/or actions, referencing the sources and justifying how they will help the game design for a specific audience and purpose. Create a suitable diagram or storyboard to plan the solution. *This might include creating a multilevel game, using variables to store usernames and scores.* (Explore)
- Identify user requirements and plan, develop and test a multilevel game for a specific audience and purpose that includes a range of more sophisticated features and has a consistent look and feel. *This might include using variables to store usernames and scores.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the game design and development with peers, for example using a discussion forum, where contributors submit and discuss alternative draft solutions or amendments.* (Exchange)
- Justify the software application they chose to complete the game design task, the alternatives they considered and the process they carried out in producing the game. Justify how their game meets the requirements of the specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the game.* (Evaluate)
- Organise, store and maintain their work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 7

Typically, pupils should show evidence of being able to:

- Research and evaluate the construction and gameplay of existing examples of games and identify and adapt ideas to use in their own work, justifying and referencing their sources. Select and justify the most appropriate game design software and use methods to trace and correct errors in the game. *This might include experimenting with a range of designs, deciding on the most appropriate to meet the expectations of the target audience, using a debugger or test tools in a development cycle to routinely test and adjust their prototype, and justifying choices and decisions based on their original intentions, group discussions and feedback from end users.* (Explore)



- Set out clearly defined user requirements and plan, develop and test a sophisticated multilevel game suitable for audience and purpose that includes a range of advanced features and assets that have been appropriately edited. *This might include designing and using self-written scripts to control the behaviour of sprites or other game features.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and assets with peers, experts and end users, contributing to a collaborative global environment. *This might include uploading draft layouts, versions or scripts to a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the design and gameplay for an end user defined in the task brief.* (Exchange)
- Identify, with increasing discernment, the end user's requirements and the game's purpose at the outset, and implement systematically a test plan to assess the final game against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include testing the finished product on the end user or client to collect feedback, using this to improve the game and documenting or justifying the changes they made.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate compression techniques to manage storage requirements.* (Exhibit)

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.