

Notional learning hours	20
Level	1
Subject area	Expressive arts
Vocational area	Media
Skill	Ability to learn
Learning aim	The learner will design an original game character and then create a piano theme that represents the character's identity and reflect on the creative process.
Learning context	Practical activities, independent work, observation, group activities

Learning outcomes What the learner needs to know, understand or be able to do The learner will	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome The learner can
Be able to research existing game characters and their features.	<ul style="list-style-type: none"> Identify at least three characters from different games and describe in detail their appearance (e.g. clothing, size, distinguishing details) role e.g. (hero, villain) abilities or skills, backstory (short explanation of their origins, motivation, or purpose in the game world and memorability factor (e.g. music, catchphrases, unique design, storyline) Present this research as a fact file, chart, or digital notes
Be able to develop an original game character concept.	<ul style="list-style-type: none"> Produce a character profile including name (unique, fitting the character's style/world), appearance (written description and/or sketch) role in the game (fighter, explorer, boss, etc.) strengths and weaknesses (at least two of each), abilities / skills (at least three abilities, clearly explained), backstory (who they are, why they exist in the game world, what motivates them) and environment (where they are found – city, forest, dungeon, futuristic world, etc)

Learning outcomes What the learner needs to know, understand or be able to do The learner will	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome The learner can
	<ul style="list-style-type: none"> • Present this as a fact file or poster
Be able to create a piano theme to represent the character.	<ul style="list-style-type: none"> • Experiment with piano sounds to design a short theme (five - twenty seconds) • Explain how the theme matches the character by considering tempo (fast, slow, moderate — and why it suits the character) mood(happy, dark, mysterious, heroic — and how chords/scales were chosen to create that mood)and structure (repeating motif, dramatic chord progression, or short melody that represents personality) • Record or perform the theme (live, via phone recording, or written description/ notation of the melody)
Be able to reflect and evaluate the creative process.	<ul style="list-style-type: none"> • Write or record a reflection including two things learned each of about game character design and about using music to represent personality/identity plus one aspect most enjoyable and one difficulty faced • Suggest one improvement or development idea for the project (e.g. expand the backstory, lengthen the piano theme, design a secondary character)

Assessment methodology	Linked to learning outcomes
Labelled product, video or photographic evidence	Be able to research existing game characters and their features.
Labelled product, video or photographic evidence	Be able to develop an original game character concept.
Labelled product, video or photographic evidence	Be able to create a piano theme to represent the character.
Labelled product, video or photographic evidence	Be able to reflect and evaluate the creative process.