

## **Course Syllabus**

### **Interactive Media Performance for Animation, Film, Design, and Technology Students**

\*Some prior knowledge of software for producing media content and video editing is required.

\*Students will work in groups of two to five, ideally forming three to six groups.

Media walls and mapped projections are now essential to successful theater productions. From Broadway shows like Beetlejuice and Frozen to The Beatles LOVE by Cirque Du Soleil, and independent performances like Jeremy McQueen's "Wild" from the Black Iris Project, moving images enhance storytelling, transforming sets and creating magical moments. These elements captivate audiences used to the fast-paced world of film and television. However, to fully optimize media-enhanced live performances, it is essential to create transformative interactions between media and performers, resulting in dynamic cause-and-effect experiences that make both the performer and media content invaluable to the story.

"Interactive Media Performance for Animation, Film, Design, and Technology" is a course designed to guide media students in creating visual content that performers can actively engage with, establishing a clear path for integrating media and live performance. In this course, students will create a short sample of media content designed to be performed live or filmed with a movement-focused performance. The goal is to produce a clear narrative involving an interactive relationship between the media and the live performer. Digital media students must consider aspects of human movement, such as time, weight, and duration, to effectively create the illusion of an interactive, causal experience between the live performer and digitized media. Principles of animation, mime, mask performance, and dance will be studied, compared, and integrated, enabling students to develop a new vocabulary for communicating with performers and artists across different mediums. Students will collaborate across disciplines to produce a narrative performance with a clear story arc, ensuring that both the media and live performers are transformed.

Students will begin the course by watching and analyzing works that feature live performances with digital media and animation, evaluating the effectiveness of media as a storytelling tool. Workshops will explore how principles used in animation, mime, mask performance, and dance convey emotion and narrative storytelling. Students will use these principles to build a common terminology for storytelling. A third workshop will focus on methods for devising original content, encouraging physical movement and exploration.

Students will work in groups of two to five members for the remainder of the semester. They will be given prompts as starting points for devising an original performance lasting two to five minutes. Using their chosen prompt, the groups will produce a series of four deliverables throughout the course:

1. Concept Pitch
2. Filmed Performance with Storyboards and/or Animatics
3. Filmed Performance with Preliminary Media and/or Animation
4. Final Filmed Interactive Media Performance

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#### **Learning Objectives:**

- Students will learn methods of collaboration.
- Students will learn methods of devising original content.
- Students will learn methods for clear and engaging storytelling.
- Students will study, compare, and relate established principles used for effective emoting and storytelling in physical movement, animation, and media.
- Students will explore various methods of producing cause-and-effect interactions between performers and media/animation.
- Students will practice effective critique, feedback, and self-evaluation.

#### **Software and Tools:** (I am open to innovative problem-solving and exploring alternatives)

1. Digital Media and Animation Software:
  - Adobe Creative Suite (Photoshop, Illustrator, After Effects, Premiere Pro)
2. Video Editing Software:
  - Final Cut Pro or Adobe Premiere Pro
3. Projection Software (Such as):
  - QLab for projection mapping
4. Collaborative Platforms (such as):
  - Google Drive for file sharing and storage
  - Slack for communication
5. Hardware:
  - High-performance computers capable of running the above software
  - Digital Cameras and Camcorders for filming performances (smartphones can work)
  - Tripods and Simple Lighting Kits for proper filming setup
6. Physical Movement and Performance Tools:
  - Space for Movement Exercises (such as a studio or large room)
7. Classroom, Studio, or Performance Space:
  - Access to classes and out-of-class time
  - A minimum 9 ft tall x 12 ft wide projection screen (can be made from white butcher paper)
  - A projector that can front or rear project to fill the screen
  - Minimum of 4 feet of play space in front of the screen

**Course Syllabus****Interactive Media Performance for Animation, Film, Design, and Technology Students****Sample Schedule for a 10-Week Semester (Classes Meet Twice a Week for 90 Minutes Each)**

*Note: Timeline can be adjusted based on the number and duration of classes in a given semester.*

Wk 1 Class 1	Lecture and Discussion: Introduction to Interactive Media Performance Topic: What is Interactive Media Performance and Why is it Important?
Wk 1 Class 2	Lecture and Workshop: Establishing Emotion and Storytelling through Physical Movement
Wk 2 Class 3	Lecture and Workshop: Principles of Animation and Techniques for Storytelling with Film
Wk 02 Class 4	Workshop, Discussion, and Reflection: Devising Original Content and Effective Storytelling
Wk 03 Class 5	Workshop and Discussion: Establishing Collaboration, Improvisational Practice, Reviewing Prompts, Course Review, and Concept Pitch Expectations
Wk 03 Class 6	Collaborative Devising: Mind Mapping, Movement and Choreography Exploration, Visual research, Concept Pitch Preparation
Wk 04 Class 7	Concept Pitch Presentations, Discussion and Feedback
Wk 04 Class 8	Collaborative Devising, Filming Physical Movement, and Planning Content Creation and Assigning Responsibilities to Collaborators
Wk 05 Class 9	Collaborative Devising and Production of Digital Media and Animatics
Wk 05 Class 10	Collaborative Devising and Production of Digital Media and Animatics
Wk 06 Class 11	Discussion, Present Filmed Performance with Animatics and/or Storyboards, Discussion and Feedback
Wk. 06 Class 12	Collaborative Devising and Production of Digital Media and Animation, Planning of Content Development, and Filming of Physical Movement
Wk 07 Class 13	Collaborative Devising and Production of Digital Media and Animation
Wk 07 Class 14	Collaborative Devising and Production of Digital Media and Animation
Wk. 08 Class 15	Present Filmed Performance with Preliminary Media and/or Animation, Discussion and Feedback
Wk 08 Class 16	Collaborative Devising and Production of Digital Media and Animation, Planning of Content Development, and Filming of Physical Movement
Wk 09 Class 17	Collaborative Devising and Production of Digital Media and Animation
Wk 09 Class 18	Collaborative Devising and Production of Digital Media and Animation
Wk 10 Class 19	Critique of Final Filmed Performance with Finalized Media
Wk 10 Class 20	Critique of Final Filmed Performance with Finalized Media

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**Grading Structure**

<b>6%</b>	Wk 1 Class 2	Critical reflections of 3 assigned viewings
<b>4%</b>	Wk 2 Class 3	500-word self-reflection on Workshop
<b>4%</b>	Wk 2 Class 4	500-word self-reflection on workshop
<b>4%</b>	Wk 3 Class 5	Submit a mind map
<b>12%</b>	Wk 3 Class 6	Concept Pitch
<b>4%</b>	Wk 4 Class 7	300 words considering three approaches for devising visual imaging
<b>12%</b>	Wk 5 Class 10	Storyboard and animatic performance footage
<b>4%</b>	Wk 6 Class 11	500 words addressing the success and next steps
<b>12%</b>	Wk 7 Class 14	Filmed performance with preliminary media and/or animation.
<b>4%</b>	Wk 8 Class 15	500 words addressing the success and next steps
<b>25%</b>	Wk 9 Class 18	Final project presentation of filmed performance with media and/or animation.
<b>9%</b>	Wk 10 Class 20	250-word evaluation of each peer. 500-word self-reflection.