

CE: creative exploration(s)

Æliens

course description – ce: creative exploration(s)

The course description(s) are taken from the accreditation report Creative Technology (version 2.0).

content(s) The course gives a guided exploration of issues in art & technology, with exercise(s) in the domain of art & architecture.

Online reference(s):

- see art & technology
- resource(s) / art

prerequisite(s); NM3, NM4

goal(s) & attainment target(s)

The course aims at providing

- a guided exploration of issues in art & technology
- exercise(s) in art & architecture
- creative exploitation of technology

Students are expected to have a sufficient degree of analytical insight, and will be stimulated to be creative in the design and development of interactive art and architectural decoration(s).

place in curriculum: second year creative technology students

application area & motivating examples interactive installations, urban design

teaching method(s) The course will be organised around lectures, likely with guests, active in art and related areas.

Regular feedback will be given in classroom sessions, and workshops, where students present their work as well as via online comments or email. Grading will be based on basic assignments, the final assignment project with documentation, as well as an essay in which a (relevant_ topic of choice.

special facilities: computer lab & presentation facilities

course outline(s) – ce: creative exploration(s)

In this part a more detailed discussion will be provided of **topics**, **learning goals**, **materials** used, and the actual **structure of the course**, as well as a sketch of the **assignments** given. Also **references** to relevant literature is provided, including **online resources**. At the end, **advice for students** following the course will be given, as well as **hints for the instructor(s)**.

course topic(s)

- art, architecture, culture, society

learning target(s)

Basic skills involve the use of authoring languages and tools. Detailed knowledge of the **platform of choice** is required to produce **effective game(s)**.

- skill(s) – design, coding
- knowledge – art
- theory – communication & art

- experience(s) – construction of moderately complex installation
- attitude - creativity, aesthetics, explorative

However, not only technical issues are important, but also the use of fantasy and **creativity** and **aesthetics** needed to **explore** (novel) forms of **experience**.

lesson material(s)

- original, authentic, creative and excellent!

course structure

The course does require active participation of the student(s), not only in exploring the technology by making the assignments, but also by presenting **solutions and problems** in class.

session(s)

1. introduction
2. background(s): basic exercises
3. exploration(s): architecture & art
4. presentation(s) of concept(s)
5. miscellaneous topic(s) in art & technology
6. theoretical reflection(s): art & culture
7. presentation of final assignment(s)

assignment(s)

There will be a small number of workshop-like assignments, to be made by the students individually or in groups. The goal of these assignments is to provide a structure that assists the students in exploring art & technology. It is my intention to invite (young) artists as guest-speakers, that will think of the assignments, such as *produce your own artwork in 20 minutes ...*

My personal interest is to let you, the students, develop (the idea for) an installation of a mashup type consisting of the following elements:

creative exploration(s) / mashup(s) / artwork(s)

1. animation of self organizing critical system
2. decoration of (urban) architecture, using such animation
3. driving the animation using sensors (in public space)

alternative(s) / reality / mission(s) / QR

remark(s): in addition I would like to do some simple exercises, such as determining the (Kolmogorov) complexity of your favorite artwork(s), or for example who is afraid of red, yellow and blue.

reference(s)

1. A. Eliëns, topical media & game development – media.eliens.net

A wealth of material and references can be found at my **topical media & game development** site, including tutorials and examples.

online resource(s)

The online resources provide a random collection of links to **items of interest**, from one perspective or another.

- jsee art & technology

Additional information will also be gathered during the course, by letting students take an active part in exploring game technologies.

advice for the student(s)

Taking place at the end of your second year, the *creative exploration(s)* course should be taken as an opportunity to demonstrate your **skill(s)**, and, as a **team effort**, to produce something worthwhile.

hint(s) for the instructor(s)

What shall I say, go travel for a year and be creative!

afterthought(s)