Interactive Sound Game

Interactive - Computer Science of or relating to a program that responds to user activity.

Installation Art is a multi-layered, multi-disciplinary, highly conceptual practice, making it difficult to define. There are many different categories of Installation Art, each unique in focus and manifestation.

Incredibox is a musical beatbox game developed and published by French company So Far So Good (SFSG). The game concept is simple and consists of drag and drop sound icons on different characters to create music easily. The player can also find combos to unlock animated bonuses and record mixes to integrate a ranking. An automatic mode is available to generate an endless composition randomly.

The first version of Incredibox (then entitled The original) was released on August 16, 2009, as a Flash game for desktop browsers. Three other versions were developed after by SFSG to enrich the game content, respectively entitled: Little Miss in 2012 (the most popular version on the web), Sunrise and The Love. The game was finally released for iOS in March 2016 (iPad) and September 2016 (iPhone) integrating a version entitled "Brazil". Incredibox was then released on Google Play in December 2017, and soon after a new version known as "Alive" was added to the mobile game in March 2018 for both platforms.

Awards
The FWA (Favorite Website Awards) - Mobile of the day - May 2016.
The Dope Awards - Web Award - September 2009.
The FWA (Favorite Website Awards) - Website of the day - September 2009.

Critical Concepts of Installation/Site Specific Art

1. Content-Context: Simply put, content is "what" the work is (about), while form and context are "how" the work is and "in what circumstance" the work is, respectively." (www.arts.ou.bc.ca)

2. Process: "In some writings there is a greater emphasis on the mechanics of creating meaning ("the process") than on meaning (the "product") itself.

3. Documentation: The process of record keeping the "residue" (the physical remains of the event/installation). It has come to serve as a way to reflect or view the artistic "process"

4. Mixed Media Environments: Usually a combination of media and materials (earth, products of consumerism, found objects etc.) Creating a narrative with the materials and an environment for the viewer to enter, experience and interact with.

5. Site Specific: Space conveys meaning. All public and private sites have enormous potential to create social, political, economical, environmental narrative and discourse concerning these issues from a personal, social, and/or universal perspective.

6. Public & Private Space: There are many types: personal, mental and emotional space; physical space of the body, constructs of social space, boundaries between art forms and "public" Private" space have blurred.

STEP ONE: RESEARCH and complete the attached sheet "Researching Interactive Installation Art" and LISTEN to the sound files on the school network: K:/Mr. Arnett/AVI10/AVI20/ Mixed Media/ Interactive Sound Game Incredibox folder.

STEP TWO: DRAW 3 different conceptual sketches based on different themes incorporating shapes/objects and sounds you will manipulate and digitally create in your an Interactive Sound Sculpture. GET APPROVAL from the teacher on one concept and create your work in Adobe Photoshop and Adobe Flash.

STEP THREE: TRANSFER your digital images/sounds to Macromedia Flash and then animate them using the provided beat guy.fla found in your Portfolio.

STEP FOUR: REFLECT on your work is finished answer the following questions on the attached sheet:
1. What aspect of your work do you find most successful and why?
2. What aspect of your work do you find least successful and why?
3. If you could do this project again, what changes would you make to improve it?
A) **Research** and define the following concepts:

Interactive:

Installation Art:

Content-Context:

Process:

Documentation:

Mixed Media Environments:

Site Specific:

Public & Private Space:
Look at the following examples on the school network and answer the following questions:

K://Mr. Arnett/AVI10/AVI20/Mixed Media/ Interactive Sound Game Incredibox folder.

What is Incredibox? (1)

Who created Incredibox? (1)

How is Incredibox an example of interactive Installation Art?

How are the DJ Turntable Nil Fun examples of interactive Installation Art?

Do you think they are successful examples why or why not? Explain.

B) Explain the digital manipulation techniques used in your work and how they support your intended visual message:

C) Reflect on your finished work by answering the following questions:
1. What part of your finished project did you find most successful and why?

2. What part of your finished project did you find least successful and why?

3. If you had to do this project, what part would you change or improve on and why?
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry</td>
<td><strong>Concept &amp; Meaning: Conceptual Design 1</strong></td>
<td>Incomplete.</td>
<td>0</td>
<td>0.25</td>
<td>0.50 – 0.75</td>
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<td></td>
<td><strong>Conceptual Design 2</strong></td>
<td>Incomplete.</td>
<td>0</td>
<td>0.25</td>
<td>0.50 – 0.75</td>
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<td></td>
<td><strong>Conceptual Design 3</strong></td>
<td>Incomplete.</td>
<td>0</td>
<td>0.25</td>
<td>0.50 – 0.75</td>
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<tr>
<td>Knowledge/Understanding</td>
<td><strong>Media Arts Journal: Research Questions &amp; Analysis: Interactive and Installation Art</strong></td>
<td>Work fails to meet assignment expectations for this category of assessment.</td>
<td>0</td>
<td>Poor/limited research &amp; analysis; 0.25</td>
<td>Some research &amp; analysis; 0.5 – 1.0</td>
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<td></td>
<td></td>
<td>Work fails to meet assignment expectations.</td>
<td>0</td>
<td>Poor, yes/no answers/limited complete. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
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<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td></td>
<td>Work fails to meet assignment expectations.</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>Application/Creation</td>
<td><strong>Demonstration of Design and Creation Processes and following procedures: Research Questions, 3 Conceptual Designs, Digital Image, Reflection Questions</strong></td>
<td>Work fails to meet assignment expectations for this category of assessment.</td>
<td>0</td>
<td>Limited demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with limited effectiveness. 5</td>
<td>Some demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with moderate effectiveness. 6-6.5</td>
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<td></td>
<td></td>
<td>Work fails to meet assignment expectations for this category of assessment.</td>
<td>0</td>
<td>Student demonstrates limited use of the elements &amp; principles of design and digital manipulation techniques to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates some use of the elements &amp; principles of design and digital manipulation techniques to produce an art work of some effectiveness. 2-3</td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Clarity of concept: Interactive Installation Sound Game</strong></td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete.</td>
<td>0</td>
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A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively;
A1.1 use a variety of strategies (e.g., brainstorming, concept webs, mind maps, advisory/production team discussions, research using a variety of sources) to investigate increasingly complex creative challenges and to generate and organize innovative ideas, individually and/or collaboratively, for addressing these challenges

A1.2 develop detailed plans, individually and/or collaboratively, that address a variety of creative challenges, including increasingly complex challenges (e.g., reflect on and filter their ideas to select a feasible one as the basis for their plan; use storyboards, thumbnail sketches, production notes, scripts, choreographic notes, and/or blocking notes to help develop their plans; with a partner, plan a media work using alter egos or, in the digital world, avatars), and assess and refine their plans on the basis of feedback and reflection

A1.3 produce and refine media art works, including increasingly complex art works, using research, exploration, input, and reflection

A1.4 exhibit or perform media art works, including increasingly complex works, independently and/or collaboratively, using the most appropriate methods for the work

A2. The Principles of Media Arts: design and produce media art works, applying the principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);

A2.1 investigate and analyse how media artists use the principle of hybridization, and apply that principle and at least one other principle in the design and production of media art works that incorporate elements from contributing arts

A2.2 investigate and analyse how media artists use the principle of interactivity, and apply that principle and at least one other principle in the design and production of media art works that incorporate elements from contributing arts

A2.3 investigate and analyse how media artists use the principle of duration, and apply that principle and at least one other principle in the design and production of media art works that incorporate elements from contributing arts

A2.4 investigate and analyse how media artists use the principle of point of view, and apply that principle and at least one other principle in the design and production of media art works that incorporate elements from contributing arts

A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences

A3.1 explore a wide range of increasingly complex traditional and emerging technologies, tools, and techniques, and use them to produce highly effective media art works

A3.2 create and present media art works that are highly appropriate for a variety of specific audiences and venues, using a range of technologies, tools, and techniques

A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, technologies, and techniques in an increasingly skilful and personalized way

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;

B1.2 use the critical analysis process, including the process of deconstruction, to analyse and evaluate different types of media art works by contemporary media artists

B1.4 use the appropriate components of the critical analysis process throughout the creative process to assess the effectiveness of their decisions, to determine their next steps, and to analyse audience responses to their media art work

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;

B2.2 analyse, on the basis of investigation, the ability of media art works to express and promote cultural identities

B2.5 analyse how the process of critically analysing media art works has affected their perception and understanding of different communities, cultures, ideologies, and/or social groups, and assess the impact of these perceptions and understandings on their own media art work (e.g., reflect on how their increased understanding of others’ points of view has affected the content or approach of their own art works)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;

C1.1 explain the stages of the creative and critical analysis process with reference to media art works, and explain and use correctly and appropriately a broad range of terms related to the conventions, concepts, principles, and elements of media arts when creating or analysing media art works

C1.2 analyse, on the basis of research, how elements from contributing arts are applied through the principles of media arts (e.g., how line from visual arts and space from dance can be applied using the principle of point of view; how the principle of hybridization can be used to integrate timbre from music and tension from drama), and communicate their findings

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts;

C2.3 analyse, with reference to specific artists and their works, the types of roles played by media artists in various societies, and explain how their roles may vary depending on the sociocultural context in which they work

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

C3.4 identify a broad range of positive character traits associated with media arts production, and exhibit these traits consistently in both their independent work and their interactions with others (e.g., show initiative at the outset of creative production processes; demonstrate cooperation and responsible leadership in a team environment; show respect for their tools and work environment and for the opinions of others)