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.

For example: Video Installation, Site Specific Installation, Environmental Installation, Mix Media Installation.

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 Installation Art” and LISTEN to the sound files on the school network: K://Mr. Arnett/ASM 4M/UNIT 3/Sounds 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 Macromedia Flash.

STEP THREE: TRANSFER your digital images/sounds to Macromedia Flash and then animate them using the provided Interactive_Sound_game_template.fla found in your Digital 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?
Researching Installation Art/Artist Statement

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:
S:\Mr. Arnett\ASM 4M\UNIT 3/Interactive Sound Game Project\intro.htm

How are the 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?
**Interactive Sound Game Evaluation**

<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>
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</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
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<td>Concept &amp; Meaning:</td>
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<td>Conceptual Design 1</td>
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<tr>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student's grade level. 0.25</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.25 – 0.50</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 0.50 – 0.75</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are above expectations for student's grade level. 1</td>
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<td>Conceptual Design 2</td>
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<td>Concept is clear and valid. Meaning or ideas conveyed are above expectations for student's grade level. 1</td>
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<td>Conceptual Design 3</td>
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<td>Concept is clear and valid. Meaning or ideas conveyed are above expectations for student's grade level. 1</td>
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<tr>
<td>Knowledge/Understanding Media Arts Journal: Research Questions &amp; Analysis: Interactive and Installation Art</td>
<td>Poor/limited research &amp; analysis; 0.25</td>
<td>Some research &amp; analysis; 0.5-1.0</td>
<td>Good research &amp; analysis; 0.75</td>
<td>Superior research &amp; analysis; 1</td>
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<tr>
<td>Explains use of digital manipulation techniques in the artistic statement</td>
<td>Student explains use of digital techniques in the artistic statement with limited clarity. 0.25</td>
<td>Students explains use of digital techniques in the artistic statement with some clarity. 0.50</td>
<td>Student explains use of digital techniques in the artistic statement with considerable clarity. 0.75</td>
<td>Student explains use of digital techniques in the artistic statement with a high degree of clarity. 1</td>
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<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Poor, yes/no answers/limited incomplete. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
<td>Superior and insightful answers. 1</td>
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<tr>
<td>Application/Creation Demonstration of Design and Creation Processes and following procedures: Research Questions, 3 Conceptual Designs, Digital Image, Reflection Questions</td>
<td>Work fails to meet assignment expectations. 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>
<td>Superior demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with a high degree of effectiveness. 8-10</td>
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<td>Uses elements &amp; principles of design and digital manipulation techniques to produce an effective art work</td>
<td>Work fails to meet assignment expectations. 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>
<td>Student demonstrates considerable use of the elements &amp; principles of design and digital manipulation techniques to produce an art work of considerable effectiveness. 3-4</td>
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<td>Communication</td>
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<td>Work demonstrates some degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 – 0.75</td>
<td>Work demonstrates a high degree of clarity in concept. 1</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).