

Liverpool John Moores University

Title: Digital Performance - Motion Capture and VR
Status: Definitive
Code: **5503CTP** (126485)
Version Start Date: 01-08-2021

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Mark Smith	

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 60
Total Learning Hours: 200
Private Study: 140

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Workshop	60

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	Example VR experience (group project) and example motion capture experience (group project) + viva (2500 words equivalent)	70	
Essay	AS2	Essay on the significance of VR and motion capture technology in performance (2000 words)	30	

Aims

The aim of this module is to introduce students to the principles and core operation of VR and motion capture.

Learning Outcomes

After completing the module the student should be able to:

- 1 Appraise the skillset needed for basic operation of motion capture and VR systems.
- 2 Examine a number of the technical and scientific principles that contribute to the technology of motion capture and VR.
- 3 Undertake the operation of motion capture and VR equipment in the light.
- 4 Compare and contrast the ways in which VR and motion capture provide opportunities for creating meaning and experiences for an audience.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Example Experiences and Viva Essay	1	2	3
	4		

Outline Syllabus

The module will look at the principles and possibilities of motion capture and VR and cover the operation and use of foundational motion capture and VR equipment and packages. The module will consider the nature of audience engagement and reception of these tools and experiences they produce.

Learning Activities

This module requires students to develop practical skills alongside the presentation of ideas and critical contexts and as such is best suited to workshop-based learning where flexible and varied activities including skills sessions, discussions and informal presentations can be designed on a weekly basis.

Notes

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