

Liverpool John Moores University

Title: Digital Content Design for Interactive Performance
Status: Definitive
Code: **6505CTP** (126503)
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: FHEQ6
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
Practice	AS1	Project (2500 words equivalent)	70	
Reflection	AS2	Evaluation (2000 words)	30	

Aims

The aim of this module is to allow students to develop their creative design process and practical skills to realise a finished professional piece of digital interactive performance work from conception to evaluation.

Learning Outcomes

After completing the module the student should be able to:

- 1 Develop ideas to create a meaningful and informed design in response to independent research and analysis.
- 2 Synthesise appropriate software and tools to create and manipulate sources to produce new digital content and visual sequences.
- 3 Formulate imaginative strategies to create a finished piece of digital interactive performance work.
- 4 Critically evaluate personal development through a process of critical reflection and self-appraisal, presenting and discussing ideas and reasoning processes.

Learning Outcomes of Assessments

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

Project	1	2	3
Evaluation	4		

Outline Syllabus

This module will invite students to consider the various modes of digitally produced content used in performance as inspiration to develop new independent work to a professional standard.

This digital content may be a discrete nonlinear interactive performance piece or content that supports and interacts with a live performance in the form of, for example, digital scenic imagery or scenic elements.

Building on learning from previous modules the project could involve a mixture of sourced or live video footage or filmed sequences, hand drawn elements and digitally created art, motion graphics or animation, photographic stills or montage, digital graphical forms and objects or virtual modelling and environments.

The student will be supported in their work and study by a series of tutorials and mentoring sessions to guide and develop their project.

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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