MPAIA-GE2031.114
Collaborative Projects in the Performing Arts
Multimedia Collaboration and Interactive Internet Distributed Performance
Class meets Tuesdays 4:55 PM – 6:35 PM

Professor: Tom Beyer
Email: tom.beyer@nyu.edu  Ph. 212 998-5437
Office hours Tuesdays  3:00 PM – 4:00 PM  Room 628
All emails should contain MPAIA-GE2031.114 in the subject line

Professor John Gilbert who taught this class for many years and is a pioneer in Collaborative Internet Performance will be collaborating throughout the semester.

Course description
The course will explore the technology of the collaborative process in performing arts in a context of creating interactive performances distributed to and from multiple sites, using the Internet. We will delve into the factors that must be addressed in creating and implementing performances using synchronous and asynchronous communication, performance, and production media. Students examine audio and video technology, improvisation, communication, and scheduling tools to establish on-line performances in studios and on stage interacting with distant sites. May be repeated up to 3 times for credit.

Course objectives

1. Students learn and apply techniques in improvisation in the context of their discipline as a means of creating live and processed expressive content.
2. Students identify, develop, and apply skills in audio technology in producing new work.
3. Students identify, develop, and apply skills in video technology in producing new work.
4. Students become familiar with various equipment, software and schematics for creating and producing multimedia works, including merging live audio and video with processed audio/video work and apply this information and understanding to specific creative projects.
5. Students will schedule and produce at least one distributed performance project based on collaboration with at least one other artist. Students will access the effectiveness of the collaboration and explore alternatives.
6. Students will produce materials for, and participate in at least one large-scale distributed performance using the Internet. Students will assess the overall structure and process of the performance, and explore alternatives to the outcomes.
7. Students examine the history and philosophies underlying telematic and distributed performances and use this context to inform their writing and research.
8. Students examine production techniques in the context of collaboration and interdisciplinary inquiry, especially in examining the impact of digital technology on creative process and performance.
**Course outline/ weekly topics** (selected from but not limited to)

- Distributed Performances
- Telematic Performance
- History of the Internet as a Performance Medium
- Video Technology: cameras, tripods, video mixers, projectors, image and video processing, multiple site video design
- Audio Technology: microphones, recording, signal processing, audio design for multiple sites
- Scripting and Scheduling Distributed Performances
- Collaborative Process
- Improvisation
- Issues of Latency and Timing
- Comparison of Codecs and Off the Shelf Teleconferencing Tools
- Making Connections: Design and Testing
- Sharing Audio/Video Designs
- Production Staff
- Performing Artists and Technology
- Creating Video and Audio Works
- Staging Techniques and Distributed Performances
- Scheduling Rehearsals and Connections
- Documenting/Researching the Process
- Post Production Issues

**Sample Schematic for Delivering Content**

This class is production oriented with small collaborative projects and a large distributed performance interactive multimedia production. Each class member enters the class with a different background: some are performers, some are technicians, some are composers/writers/choreographers, some have background as multimedia artists. Each use their collaborative assignments to learn from each other and to further develop their skills in the specific collaborative projects that form the content of the class. Even though a creative product is the outcome, the emphasis is on creative process. The weekly topics are woven into the class experience based on need and background of the participants and the production demands of specific projects.

Week 1  Collaboration and intro to Tech: cameras, cables (wrapping) and mixer  Setting up Blog through Blogger

Week 2  Mixer Demo Camera fieldwork

Week 3  Workshop Collaboration: Improvisations

Week 4  Collaborative Teams Assigned

Week 5  Collaborative Materials Production
Week 6  Collaborative Materials Production

Week 7  Collaborative Materials Production

Week 8  Presentations of individual work in class  OCT 25

Week 9  Presentations of work OCT 31 Halloween Concert/Ghezzo 70th concert

Week 10  New Collaborative Teams

Week 11  Project Development

Week 12  Project Development

Week 13  Project Development

Week 14  Final Performances 10 year Anniversary of 9/11 Memorial concert
        DEC 10th with 9th as setup  “SONGS OF SORROW, SONGS OF HOPE”

Week 15  Performance Review and DeBriefing

Course Evaluation

25% Blog  Students maintain a blog that delineates their development and defines their projects and contribution to distributed performance objectives.

20% Equipment & Software  Student mastery on selected equipment and software.

10% Video/Audio Rubrics  Video and audio rubrics suitable for use in distributed performances are tested and evaluated.

10% Student Experiment  Student-designed experiment in Distributed Performance is tested and evaluated.

20% Distributed Performance  Student contribution to large scale distributed performance productions is documented and evaluated.

15% Class Participation  Contribution to Class Discussions/Demos

Bibliography

Each class member enters the class with a different background: some are performers, some are technicians, some are composers/writers/choreographers, some have background as multimedia artists. Readings will be self-selected on the basis of student background and their desired goals in the context of Distributed Interactive Production and Performance. The Bibliography is a selection from current sources, but necessarily will change as the technology is undergoing rapid changes. The class may decide on several sources that everyone will explore such as:


Bulik, Beth Snyder. “Trying to Define Web 2.0” In *Advertising Age* v. 77 no. 28 p. 6 July 10 2006.


Lorenzetti, Jennifer Patterson. “An Internet 2 FAQ for Distance Education Professionals” In *Distance Education Report* v.11 no.9. p. 4, 6. May 1 2007.


Ott, Valerie A. “Staying Connected Through 2.0” In *Young Adult Library Services* v.5 no. 2 p. 2. Winter 2007.


Salz, Peggy Anne. “Team Spirit: Inspiring Users to Generate Content” In *EContent* v. 30 no. 3 p. 28-33 April 2007


Shenderovish, Edwaed. “Content Inventories and Content Delivery” In *AIIM E-Dos Magazine* v. 20 no. 4 p. 46-8. July/ August 2006


**Websites**

http://www.nyu.edu/classes/gilbert/ (Gilbert’s Courses Outlines on the Web)

http://wyzardmuze.wordpress.com/ (Web Arts Collaborative)

http://www.flickr.com/explore/ (photos)

http://www.freeimages.co.uk/ (free images)

http://digitalthread.com/ (web design)

http://www.youtube.com (videos)

http://www.internet2.edu/

http://www.k-state.edu/Internet2/

http://www.wpi.edu/Admin/IT/Internet2/history.html

http://www.edu-cyberpg.com/Internet/InternetII/Internet_II.html

http://www.infotoday.com/cilmag/nov07/Werle_Fox.shtml

http://uwadmnnweb.uwyo.edu/Infotech/internet2/what.htm

http://www.upenn.edu/computing/i2/

**BLOGS** (exploring internet II collaborations, arts collaborations through new media)

http://webmusicing.blogspot.com/

http://internet2voyager.blogspot.com/
http://exploringinternet2.blogspot.com/
http://lovethislive.blogspot.com/
http://yjmtech.blogspot.com/
http://internet2news.blogspot.com/
http://yoyottee.blogspot.com/
http://people.brunel.ac.uk/bst/non_ie.html
http://interaktionslabor.de/
http://webperformer.journalspace.com/
http://www.wikispaces.com/
http://navigatingconnections.blogspot.com/
http://pawed.blogspot.com/
http://i2net.blogspot.com/