

Visualization Synthesis through Art newMedia

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Learning Objectives | By completing this module the student should expect to be able to:

- Self-determine a software agenda and expansion of skill-set through researching and experiencing tutorial resources.
- Synthesize connections among a variety of interdisciplinary experiences.
- Invent an innovative expression, using new media tools, of this synthesis.
- Determine a reasonable scope of work and time-management strategies to bring an iteration of a concept to a visibly complete and coherent conclusion.
- Convincingly present and seek feedback on a finished project.

The Art newMedia component of the Visualization course will consist of a student-directed project responding to and synthesizing newMedia art practice with the various disciplinary encounters you experience.

A student-directed model requires the student to formulate the terms of a project from the ground up:

- **Analysis.** Research, which includes both theoretical and praxis explorations, ranging from the reading of critical texts to the viewing of historically significant media to the application of a software tutorial regimen. Journaling, in reference to both digital (blogging) and tactile (sketchbook) forms becomes the chief means of evaluating efficacy of research.
- **Concept.** A Thesis becomes a “know-why” document that addresses the nature of the convergence between your new media skillsets (whether existing or acquired in process) and possibly one or more disciplines you also encounter in the course. A well-crafted thesis statement, guided by a visit to the writing tutor, is the evaluated deliverable. Examples:
 - Augmented reality: a convergence between tactile art expression and code (IST).
 - Material image mapping: a convergence between graphic skills and 3D modeling skills.
 - Digital fabrication: a convergence between tactile art expression and printing or routing of 3D models.
 - Book creation: a convergence between digital design, on-demand publishing, and content, including text and image relating to various disciplines.
- **Execution** regards both craft and level of completion. The finished product must meet the student’s declared intentions for a high level evaluation.
- **Participation.** A solid final presentation is evidence of engagement, both in terms of exhibition (the end-of-term project review) and portfolio documentation online. Both are essential to a solid evaluation

These four stages are non-linear, but rather cyclical in their development. For example, a thesis statement may evolve as the execution of a project moves forward, and research may always be ongoing, right up to presentation. Artistic expression, whether of a tactile or

digital kind, is an organically developing enterprise, and as such these four criteria are equally weighted and 25% of the final grade.

Based on these criteria, grades translate a qualitative assessment to a measurable assessment as follows:

- A – Outstanding work exceeding basic project requirements, demonstrating profound insight and a thorough understanding of course material.
- B – Very good work exceeding basic project requirements, demonstrating complete understanding of material.
- C – Satisfactory work meeting basic project requirements, demonstrating good understanding of material.
- D – Adequate work meeting basic project requirements, demonstrating some understanding of material.
- F – Inadequate work failing to meet project requirements, demonstrating poor understanding of material.