

Behaviour I

Roy Ascott Studio BA in Technoetic Arts

如: SIVA-DETAO ADVANCED CLASS TECHNOETIC ARTS PROGRAM

Place: DeTao Building at Shanghai Institute of Visual Arts (SIVA), Shanghai, China

MODULE DETAILS:

Course Title:	Technoetic Arts
Module Title:	Behaviour
Module Code:	
Year:	One
Semester:	One
Credits:	8
Hours/Week:	8
Hours/Semester:	144 hours/semester
Organizer: lecturers:	Clarissa Ribeiro Clarissa Ribeiro / Stavros Didakis
Building/Room:	DeTao, 12 th Floor, Technoetic Arts Computer Classroom, Regular Classroom, external locations(SIVA campus)

MODULE DESCRIPTION:

This module is going to challenge students' preconceptions about themselves, their identity, and their abilities. Also, it will make them think about what constitutes art, and its evaluation, about the nature of their urban environment and its limitations, and about time, causality, and uncertainty.

MODULE LEARNING OBJECTIVES:

At the end of the module the students will be able to:

- Develop the ability of exploring the act of <<making>> as all important in ART, becoming the class organism totally liberated from the constraints of traditional technique, free to explore the extremes of creative behaviour.
- Develop the ability of ritualization of random artistic behavior, by the utilization of chance effects and events in the conception/production of ART;
- Develop the ability of choosing and nominating the ready-made objects or performances, happenings, etc., they are "remaking, conceiving, producing, criticizing," as ART, as well as the class organism's consciousness about the ritualization of the act of choosing;
- Develop a ritualized sense of creativity, and consciously producing ART by <<interacting freely in groups, producing unfamiliar situations, motivated and directed only from within the assembly>>;

MODULE OUTLINE:

A series of didactics' dynamics that challenge students to understand performance, happenings, ready-made, as substantial behaviorist artistic expression, becoming able to explore <<ritualization of random artistic behavior>>, <<the act of making>>, the <<ability of choosing and nominating>>, and << interacting freely in groups, producing unfamiliar situations>>, becoming conscious about themselves and their identities and abilities, their (urban) environment, its nature and limits, time, causality, uncertainty, focusing on challenging their perception and the complex and subtle relations they can build and experience - their body in relation to other bodies, space, time and environmental stimuli, from a cross-scalar and transdisciplinary perspective.

WEEK 2 and WEEK 3

Exercises that challenge students' preconceptions about what constitutes art, and its evaluation;

WEEK 5

Exercises that challenge students' preconceptions about themselves, their identity;

WEEK 6 and WEEK 7

Exercises that challenge students' preconceptions about themselves, their abilities;

WEEK 8 and WEEK 9

Exercises that challenge students' preconceptions about the nature of their urban environment;

WEEK 10 and WEEK 11

Exercises that challenge students' preconceptions about the limitation of their urban environment;

WEEK 12 and WEEK 13

Exercises that challenge students' preconceptions about time;

WEEK 14 and WEEK 15

Exercises that challenge students' preconceptions about time;

WEEK 16 and WEEK 17

Exercises that challenge students' preconceptions about time;

WEEK 18 and WEEK 19

Exercises that challenge students' preconceptions about time and uncertainty;

MODULE RESOURCES:

The following books are recommended for this module:

- Ascott, Roy. Behaviourist Art and the Cybernetic Vision (1966-67) In: Telematic Embrace : Visionary Theories of Art, Technology, and Consciousness . Edited and with an essay by Edward A. Shanken . Berkeley and Los Angeles: University of California Press, 2003.
- Ascott, Roy. The Psibernetic Arch (1970) In: Telematic Embrace : Visionary Theories of Art, Technology, and Consciousness . Edited and with an essay by Edward A. Shanken . Berkeley and Los Angeles: University of California Press, 2003, p.161-167.
- Ascott, Roy. Behaviourables and Futuribles (1967) In: Telematic Embrace : Visionary Theories of Art, Technology, and Consciousness . Edited and with an essay by Edward A. Shanken . Berkeley and Los Angeles: University of California Press, 2003, p.161-167.
- Yoko Ono, Grapefruit: A Book of Instructions and Drawings, 1965.

MODULE ASSESMENT:

Practical assignments will be assessed. The entire process will be guided by the Lecturers as conductors, giving the students freedom to discover and build their own strategies getting involved in the classes' dynamics.

LECTURER 1 Modules and Behavioral Dynamics

Clarissa Ribeiro

Behavioral Dynamics 01: <<what constitutes Art, and its evaluation>>

(Performance based exercises) Touching Hair in the Afternoon; Get Lost; Remake of the 'Cut Piece'; Rice Meditations; Meditative Organism;

Grading:

(1,0) consciousness about the topic: <<what constitutes art, and its evaluation>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (1st module of 5 modules proposed)

Behavioral Dynamics 02: <<themselves, their identity, their abilities >>

(Performance based exercises) Blinded Dialogues; Hypothetical ID system.

Grading:

(1,0) consciousness about the topic: <<themselves, their identity>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (2nd module of 5 modules proposed)

Behavioral Dynamics 03: <<the nature and limitation of their environment>>

(observational dynamics) kaleidoscopic-flâneur; (installation) MicroscopicMyself;

Grading:

(1,0) consciousness about the topic: : <<the nature of their urban environment>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (3rd module of 5 modules proposed)

Behavioral Dynamics 04: <<time>>

(time-capsule) Futuring I and II: write and record a short messages directed to the students' future selves on their expectations about to become a Technoetic Artist;

Grading:

(1,0) consciousness about the topic: : <<time>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (4th module of 5 modules proposed)

Behavioral Dynamics 05: <<Final Project: selected topic - time>>

(short film production) <<La Jetée>> Shanghai (Remake: Pre-Production, Production and Post-Production)

Grading:

(6,0) consciousness about the topic: : <<time>>;
(6,0) relation with the original version of <<La Jetée>>;
(6,0) creativity in exploring the main arguments of the script in the production (photography; editing) ;
(6,0) quality of the finalized copy and the presentation;
(6,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 30,0 (5th module of 5 modules proposed)

LECTURER 1 Modules and Behavioral Dynamics

Stavros Didakis

Behavioral Dynamics 01: <<what constitutes Art, and its evaluation>>

(Exercise) Development of an online collaborative mind-map that demonstrates group's preconceptions about Art (known, unknown, un-captured)

(Performance) Becoming the Artwork - Students creating slogans of protest and project them in a public space

Grading:

(1,0) consciousness about the topic: <<what constitutes art, and its evaluation>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (1st module of 5 modules proposed)

Behavioral Dynamics 02: <<themselves, their identity, their abilities >>

(Exercise) The Exquisite Corpse - Applying a surreal game in a collaborative form to challenge and evoke new optics concerning students' identities. Use of photography, and digital image processing to alter and edit the final piece

(Performance) In groups of three, students need to identify their abilities to perform or create using various media tools (photography, video, drawing, music) and demonstrate an art performance as a collection of them all.

Grading:

(1,0) consciousness about the topic: <<themselves, their identity>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (2nd module of 5 modules proposed)

Behavioral Dynamics 03: <<the nature and limitation of their environment>>

(Exercise/Installation)Redefining public space using art+technology - Students are asked to explore the local public environment and identify objects that could be technologically enhanced to exhibit expressional/communicative possibilities. Use of recordings, videos, and images as online accessible material to link these public objects through augmented technologies (QR codes and mobile phones)

Grading:

(1,0) consciousness about the topic: : <<the nature of their urban environment>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;

(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (3rd module of 5 modules proposed)

Behavioral Dynamics 04: <<time>>

(Exercise) Perform in class psychological experiments concerning time perception. Students need to write their observations and ideas concerning time, and then use a recording device (mobile phone/computer) while they read aloud the observations. Use custom-made software to manipulate the audio recording with time-stretching techniques (freeze, rewind, forward time)

(Installation) Using custom-made software (MaxMSP) students will automate a number of preset calculations of real-time audio processing (time-stretching). Install in a public space their interface screens (with the software automations) to allow us perceive time from a computationally enhanced system

Grading:

(1,0) consciousness about the topic: : <<time>>;
(1,0) ability of exploring the act of making as all important in Art;
(1,0) ability of ritualization of random artistic behavior;
(1,0) ability of choosing and nominating the ready-made objects, performances, happenings;
(1,0) ability to develop a ritualized sense of creativity;
(1,0) ability of producing Art by interacting freely in groups, producing unfamiliar situations;
total: 5,0 (4th module of 5 modules proposed)

MODULE EVALUATION:

Students will be evaluated for attendance, participation, and level of creative and critical reflection, getting involved in the didactics' dynamics based on the exploration of substantial aspects of a behavioral tendency in arts - Action, Chance, Choice and Event. Grading:

Total Grading / Professor Clarissa Ribeiro: 5 exercises (50%)

Total Grading /Professor Stavros Didakis: 4 exercises (50%)

Total: 100%

Student #00 Individual Grade = Lecturer 1 + Lecturer 2 = 100%