Dear Administrators, Teachers, and Youth Programmers,

We invite your feedback on our latest educational outreach proposal *Claiming Space Kent*, a four-week series of workshops aimed at promoting digital literacy and social empowerment for youth. In piloting this new outreach program we are interested in working with three different schools over the summer that could provide 8-15 students in their 11th, 12th, or 13th year with diverse disciplinary interests. Students with technical knowledge of digital media skills and computer programming is not a prerequisite, but are certainly welcome.

Claiming Space Kent introduces students to the technology, practice, and aesthetics of projection mapping, digital graffiti, and interactive public artworks through the process of generating a local architectural projection mapping event and a collective multi-school event at the Gulbenkian Theatre in Canterbury. Three different schools will be selected to participate during the 2019 spring term with each school workshop being able to support up 15 students.

Participating schools will receive a bi-weekly workshop sessions over 4 weeks led by graduate student ambassadors from the School of Engineering and Digital Arts for. During these workshops students will learn essential digital media authorship skills beginning with digital image capture and editing, and progressing to nonlinear editing, animation, motion graphics and 3D projection mapping for architectural projection. Students will also be introduced to procedural animation techniques for live video playback and developing simple interactivity focused on generating dialogue with audiences about their artworks and digital expressions. At the end of each four week session, the participating schools will present their work projected and mapped onto a selected piece of architecture along with invited members of the community.

Workshop facilitators will provide a high powered media server and a self-powered portable projection system for processing computationally demanding graphics that will also allow students to

project and map their work onto literally any local building without needing to route power or acquire any additional equipment. For design work, the workshop will focus on using open source software that institutions can install for free in available computer labs as well as allowing students with personal computers to develop their projects independently.

The following brochure and infographics describes the proposed workshop schedule and potential learning outcomes. We would love to get your feedback regarding the relevance of the topics and skills being proposed, potential interest of your student body, and whether you would like to be considered for participation either during the summer pilot or in the coming terms. If you would like to participate please provide a short statement of interest addressed to *Kent Outreach* that we can include in our proposal.

LEARNING OBJECTIVES
*The objectives of **Claiming Space Kent** are two-fold.*

First, the project aims to encourage digital media literacy in diverse youth populations. *While many social media platforms and mobile applications allow users with little to no digital media skills to generate and deliver digital content online, the users are generally locked into the specific aesthetics and formats dictated by the available filters and user interface. Furthermore these platforms are largely aimed at collecting and maintaining users of their service and the tools fail to provide media makers with the means to engage people outside of the given platforms with their work.* **Claiming Space Kent** *aims to engage young people more directly with the computational foundations of digital imagery and motion graphics, empowering young people to express themselves beyond the constraints of a given platform.*

Second, we aim to use digital media literacy as a means to author experiences that reach beyond the digital media screen and back into the community. *As social life for both youth (and the rest of the population) are increasingly taking place online, it is becoming easier to disconnect from the local community. Online social experiences generally incline participants to exclusively engage in an echochamber of a given political, cultural, religious, or other value defining affiliation that runs counter to the demands of a healthy pluralistic society. By inviting young people to think about their digital works in the context of public and physical space the project hopes to invigorate local discourse and encourage active civic participation.*

OUTCOMES
The project will encourage students to:

- Demonstrate a sense of ownership and purpose to their creative expression
- Use a digital camera to create well composed and meaningful imagery
- Demonstrate the ability to control professional features of a digital camera
- Demonstrate the ability to optimize and enhance images with image editing software
- Articulate a vision for a realizable digital media artwork
- Employ an understanding of the physics of light and camera optics to generate light sculpture animated gifs
- Demonstrate the ability to edit images and video into a short narrative or meaningful experience
- Demonstrate the ability to animate digital content that creates dynamic tension in a scene
- Work with 3D objects
- Warp video to match the relevant geometry of a piece of architecture
- Write basic code for real time filters and video processing of original content being projected
- Create a system diagram for the hardware required and signal flow of an interactive projected artwork
- Install a media system for an interactive projected artwork
- Work with data from a motion sensor to create an interactive experience

Sample Schedule
Bi-weekly meetings for 4 weeks

WEEK 1
Day 1: What is a digital media artist, projection mapping, and digital graffiti? *What kinds of artworks does your community need? How can a young person turn their experience into a meaningful artwork? Students introduced to the #claimingspace Twitter hashtag are invited to share their thoughts and work about the project throughout the workshops as each small team competes to generate the most social media attention.*

Day 2: Telling a story through images. *Students are taught how to use the manual features of a digital camera to precisely capture a desired moment. They are then invited to take 6 pictures of local spaces that are meaningful to them. Students are also introduced to the website template they can begin customizing throughout the project.*

WEEK 2
Day 3: Light Writing. *Students use images from previous shoot and in small groups work with digital graffiti tools to improvise and play with ways they can express themselves in those locations. At the conclusion of the improvisation they vote on a favorite piece of architecture to activate with digital projections.*

Day 4: Digital Media Editing. *Students review imagery recorded from graffiti workshop and learn how to optimize, enhance, and alter their imagery with Photoshop (or GIMP) and begin developing a 2-3 minute video with their images and light writing formatted for their selected architecture. Students finalize date for local projection*

event and use created imagery to generate posters and graphics to advertise the event to their local communities

WEEK 3
Day 5: Video and Animation: *Students learn basic animation and compositing techniques with a non linear editor and post effects software as they continue building their projects.*

Day 6: Students work with a 3D model *of their selected architecture to format their digital content to the unique projection surface.*

WEEK 4
Day 7: Students playtest their projects *and work on adding simple interactive elements.*

Day 8: Final tweaking of projects *and playtesting of interactivity. Final marketing push for event.*

PUBLIC PRESENTATIONS
Day 9: Public Showcase
Day 10: Students debrief *and share experiences and reformat footage for the Gulbenkian*

End of term TBD showcase at the *Gulbenkian*: Students join other participating schools in final *Gulbenkian* showcase where they present portions of their work projected on the *Gulbenkian* architecture with the others and share their experience of claiming space.