

Geoff Broadway

Proposal for Levadura: Medialab-Prado Residency.

Title: Reimagining our world: Digital Stop-motion Animation

Overview

The proposed project is based around exploring the creative potential of digital stop-motion animation. Stop-motion animation is the sequencing together of many different kinds of still images and sounds from various sources to dynamically express feelings, moods, ideas and concepts - in essence it is a medium rich with possibility. The project will be accessible to slightly older children from age 9* and above, and can accommodate very different technical abilities and imaginations.

We will work collaboratively to establish an overall project theme to start from. For example a theme such as *change* or *happiness* could be explored in relation to: personal life, society, nature, abstract forms and so on.

The children will be facilitated to work together collaboratively in smaller groups to develop ideas and create a series of animations over the course of 4 sessions. It is possible to work with 2 different classes, totalling 8 overall sessions.

Our aim is to grow our understanding (technical and creative) to be able to create increasingly complex, innovative and meaningful digital stop-motion animations by the end of the residency.

Time and budget allowing, there will be a final celebration of the work bringing all the classes together at the same time.

* It is possible for younger children (6, 7 and 8 years olds) to participate and enjoy working with stop-motion animation although at times they need more support in understanding the concept. Also the final enjoyment of stop-motion comes right at the end of the process so it is important to be aware sometimes it can be harder for younger children to maintain a particular focus and the patience required.

Why Digital Stop Motion

Animation has been in existence since the advent of photography. The emergence of digital technologies - computers, smartphones, iPads, together with the internet and social media - means that virtually everyone can become a creator and distributor of complex animations that contain photographs, drawings, words and sounds. Stop motion animation uses the real world as its subject, and its basic principles can be understood quite easily. It can be as simple or as complex as the creator wishes, and the medium itself encourages experimentation and invites the expansion of the imagination. Participants create/take up to 3-20 pictures to be viewed *per-second*.

This means stop-motion projects can be made up of 1000's of images, but it possible to make something with as little as 50 images.

Exciting results with stop motion animation can be achieved in quite a short space of time (1 workshop of 2 hrs minimum) but to achieve more advanced results the project needs much more time (for example 4-8 hours + in total). With this project there is the possibility that children can continue working on their own ideas and the overall project in their school or own personal time.

Participants

I propose that the residency is composed of 4 x sessions of a minimum of 2.5 hours per group of children. I think it could be possible to work with 2 or maybe 3 x classes/schools over the course of the project. This means up to a total of 8 or maybe 12 x workshop sessions.

The age ranges can vary, with different levels of expectations placed on each age group. I would suggest a maximum of 20 - 25 children per session with appropriate support staff.

Workshop Plan (flexible)

As soon as possible:

Planning conversation with school staff and project representatives. Decide overall theme and final aims. Final aims depend upon whether the individuals/small groups pursue their own particular pieces or if a final large group idea emerges. To be discussed as this may need extra sessions.

Session 1:

- Introduction to stop-motion looking at basic principles; examples of different approaches to stop-motion; introduction to any equipment needed i.e. cameras/iPads etc.
- Work in small groups of 3 with objects, shapes, materials to animate simple ideas
- Compile animations and playback, discussing learning and new ideas.

Session 2:

- Review creative work and discuss ideas
- Practice: child/object and real-world animation. Could include trip to park or nearby outside areas?
- Compile animations and playback, discussing learning and new ideas.

Session 3

- Review creative work and discuss ideas that relate to theme of project
- free session - child directed learning concerning content, material etc
- compile and review
- discuss sound/music

Session 4

- Final stage production
- soundtracks added (if needed)
- review

Session 5

- Final celebration

Notes

- The sessions above are draft format and can change in discussions and during progress.
- We may decide to make a large-scale animation with whole group, dependant on time
- I will be involved as needed in the final edit of material, adding sounds etc as may be required.

Technical/material requirements

10 x compact cameras or ideally HD iPads

1 x digital Projector

1 x apple tv (if using iPads)

A wide range of materials to animate: to be brought by schools?

lego/ paper to cut-out and draw on/ blocks and shapes/ fabrics + more

budget: To be researched further

Hire/purchase of digital still compact cameras/ipads - (can schools provide?)

Use of extra laptop for workshop (ideal for mac)

Use of digital projector

Purchase of extra materials - objects, fabric etc for animations (if needed)

Transport of children - costs?

Refreshments for final sharing day?

Supporting material:



Above: Composite image of some stop-motion animations I have been involved with.

You can see an example of a recent stop-motion project here <http://intentional.co.uk/2016/02/19/stopframe-animation/> that was made with special-needs children. This more complex animation took 3 days to plan, shoot and edit with a group of 10 children.

Biographical Statement: Geoff Broadway

Artistic Practice

I am a UK based artist, educator and mentor with over 20 years of experience. My work often makes use of media that includes: photography, film, sound, animation, interactive technologies, and larger projects are often realised as installations. Much of this work is based upon the engagement with different kinds of communities and groups to explore key themes such as 'home' 'love' 'beliefs' - essentially core aspects of life that we all have in common. This work explores differing ways that participants can share their own stories and experiences, and to create spaces for engagement that bring people together in meaningful ways.

My wider practice involves working closely with different groups in a way that facilitates the sharing and development of creative skills. This often takes place in community and educational settings, but this can also include working closely with local cultural and business organisations. This work takes many forms and regularly includes hosting workshops, project management, mentoring and consultancy.

My Background: Higher Education and Artist Residencies

I graduated in 1996 after completing a BA Hons. Degree in Photographic Studies and an MPhil (Master of Philosophy) in Digital Realist Montage from the University of Derby. I spent the next 10 years interleaving teaching digital media and photography at various universities (UK: Derby and Sunderland, and in New Zealand: Auckland 1996 - 2001) and undertaking numerous high-profile residencies and artistic commissions in the UK. These included: Durham Cathedral (2001), The VR and Innovation Centre in Teesside (2003), Jubilee Arts (2003-5) in West Bromwich, and Inverness Town Hall (Scotland (2007)).

Creativity in Education and Community Settings

Around 2003 the emphasis of my practice shifted towards working increasing in schools and community settings. From 2004 until 2012 I actively participated in the UK's flagship *Creative Partnerships* program. This ambitious initiative placed artists into educational settings to practically explore the potential of creative learning through collaboration and experimentation. In tandem to this I spent significant time directly working in community settings to develop new collaborative and participatory projects with a range of groups and organisations (The Public (2006), West Bromwich; The London Science Museum (2009); Big Brum, Birmingham (2011), whilst also mentoring the running of particular larger cultural development projects (Telford Council; Worcester First; Rights and Equality Sandwell 2008 -2011). The key element to all this work is the cultivation of collaboration - the essence of which is creating the right conditions where people contribute their own particular skills and perspectives in order to create richer outcomes.

Currently Practice Portfolio

I am currently involved in several projects in the UK. I am the lead project artist and consultant for a major project called "Where's Our Spake Gone?" funded by the Heritage Lottery Fund. www.ourspake.co.uk

I am working closely with Creative Black Country and Brushstrokes in Birmingham to develop and deliver creative writing and photography workshops to refugees and asylum seekers. We undertook a pilot in 2015 and will soon be rolling out a bigger program in 2016.

Please visit my website to see a selection of my projects: www.intentional.co.uk

Letter of Interest: The Levadura Residency with Medialab Prado

I am very interested in this residency for several reasons. Primarily, I very much value the opportunity to work creatively alongside others in new and challenging environments where I can share my own skills and experiences, whilst also learning more and developing my own practice.

I have a strong affinity with the principles of the Levadura Program that aims to bring artists, educators, children, and cultural organisations together to participate/collaborate on developing new work creative projects. I recognise the importance of giving children as many challenging opportunities as possible to encourage them to develop to their fullest potential. I have the experience and knowledge to be able to bring something of value to this process, and I would greatly enjoy the challenge of working in a slightly different educational culture to my own.

On a more personal level, it is very important for me to place myself in new and unknown situations where I am able to respond and positively contribute these settings - especially if this involves the opportunity to encourage a deeper level of awareness and understanding to all involved - including myself, collaborators, participants and audiences.

I have previously spent some time at Medialab Prado in 2013, participating in the creative laboratory of Interactivos. I would very much welcome the opportunity to visit the institution again in a very different context where I can lead on a creative participatory project that connects to schools in the city of Madrid.

In a cultural sense I would be very interested in spending time at Medialab Prado and leaning more about how the educational environment works in Madrid. I have been interested in Spain and it's rich culture for many years and have I been actively learning Spanish for 4 years. I am now at B2 Upper Intermediate A level. I am not yet fluent enough to conduct complex conversations in real-time with native Spanish speakers I can engage with the language on a day to basis quite well. I would very much welcome to spend time in Madrid to continue learning more about the cultural life of the city and to continue developing my understand of the Spanish language and it's rich identity.

In summery, I can make a valuable and dynamic contribution to the Levadura Program, and would very much welcome the opportunity to work in the settings of MediaLab Prado to creatively engaging with a range of school children from across Madrid.



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