



Design for Performance & Interaction MArch

Programme Information Sheet

This document provides details of the structure and content of this programme.

Programme context and history

At the core of Design for Performance & Interaction MArch is the belief that the creation of spaces for performance and the creation of performances within them are symbiotic design activities.

Design using interactive technologies enables us to consider objects, space, people and systems as potential performers. Design for performance and interaction has relevance across spatial and urban design, interface and systems design, auditoria and scenographic design, lighting and sound installation, performance and event design, and virtual and physical environments that draw people together.

Programme structure

The programme is taught over 15 months, which allows for an important three-month overlap between incoming and graduating students. This overlap is designed so that the output of the previous cohort can inspire the incoming students in the autumn term. This programme is structured to offer the widest scope for creativity in the design modules. Students can choose to make performances, make settings for performances or combine the two using any medium or technology that they choose.

	Term 1 Sept-Dec	Term 2 Jan-March	Term 3 April-June	Summer July-Sept	Term 4 Sept-Dec
			Interim Portfolio Reviews		Final Examinations
DESIGN	15 credits Introductory Workshops Students take 3 workshops. Each student prepares an individual design workshop portfolio. This is formatively marked at the end of term 1.	30 credits Thesis, Preliminary Projects Students work in groups with their specialist design tutor to prepare an initial design portfolio. This is formatively marked at the interim portfolio review.	60 credits Thesis, Final Project Students work in groups with their specialist design tutor to prepare a final design project.		Internal and External Exams Exhibition
THEORY	15 credits Contextual Theory Students write a 2500 word paper comparing the different approaches and indicating a preference, arguing why they consider it most relevant to their further studies. This is formatively marked at the start of term 2.		30 credits Design Thesis Written Report Students work individually to identify a key research question that arises out of the design work in term 2 and research it over term 3 in parallel with their developing design thesis. The dissertation is written up over the summer vacation and is submitted at the start of term.		
SKILLS	30 credits Skills Portfolio Students are directed to learn skills appropriate to both the course in general and their chosen preference. Both analytical (simulation and sensing) and synthetic (making) skills are taught. The portfolio is formatively marked at the end of term 2.				
	Previous cohort				Next cohort

Programme modules **Term 1**

In the first term, students undertake a 15-credit design workshop module, the first part of a 30-credit skills module, and a 15-credit theory module, giving the background to the programme, its context and purpose.

Introductory Workshops

This module includes presentations by the design teaching staff who run the design clusters within the design thesis portfolio module. Students take three of these workshops and subsequently select which cluster to join for the remainder of the year.

Theory Introduction: Design for Performance and Interaction

This module introduces students to the various theoretical and practical positions that can be taken in the subject.

Skills Portfolio: Part 1

This module commences with operations that are generic to the programme. These skills are both digital and analogue. For example, the first element of the portfolio will be an icebreaker exercise where all students are taught (or reminded of) the basics of body movement and interaction, linking these with a study of the hardware and software needed for body tracking.

Term 2

Students choose a design cluster to join for the remainder of the programme. The design cluster is the primary teaching and learning vehicle of the entire programme and mirrors one of the distinguishing elements of teaching as a whole in The Bartlett School of Architecture.

Skills Portfolio: Part 2

Students take the second tranche of the skills portfolio as project specific skills workshops that are indicated by their design cluster tutors.

Thesis Portfolio: Preliminary Projects

Students start their preliminary projects and at this point as the skills module and the design module form intimate ties, one of the core objectives of the programme is established.

Term 3

Thesis Portfolio: Final Project

Students commence their final project which follows on from the preliminary project as a new and related challenge.

Thesis Report

At the same time as their final project, students start their thesis report which examines a key research question that has arisen from their preliminary design work and which will inform their final project. This module is staffed with dedicated tutors who work closely with the design thesis tutors on providing appropriate support applicable to the design thesis project. Students write up their thesis report submissions over the summer with tutorials from their module tutors.

Term 4 (overlapping with Term 1 for incoming cohort)

Thesis Report

At the beginning of term, students hand in their submissions for the thesis report module. There is a conference where they present a summary of their report to staff and incoming students.

Thesis Portfolio: Final Project

Students then complete their final project and prepare presentations for a public exhibition at the end of term. Simultaneously, the new cohort undertakes Term 1 as described above, and witnesses the preceding cohort complete Term 4.