DESMA - 24: MOTION

Summer Session A
Lecturer: Carrie Chen, she/her
Office Hours: Mondays after class

DESCRIPTION

Studio, six hours; outside study, six hours. This course explores aesthetics and fundamentals of motion and its application to design and media arts through an introduction of the basic concepts and tools for the design of moving images. Class time will include class discussions, student presentations, critique, software tutorials and studio time for project development.

LEARNING OUTCOMES

Through weekly lectures, screenings, assignments, readings and discussions, students will gain:

- Perspective on motion as it relates to design & media arts
- Understanding of the fundamental motion principals and aesthetics
- Technical skills for producing motion work in programs like: Adobe After Effects, Adobe Premiere, Cinema 4D
- Knowledge of professional motion practices and production pipelines
- Two short-form assignments and a larger final project that can be included in their personal portfolios

EVALUATION

Participation will be a significant portion of your grade. It is here defined as the following: showing up to class, being on time, participating in class discussions, participating in critiquing your peers, asking questions, and coming to office hours.

Diary and In-Class Work: Students will have weekly diary assignments and small in-class assignments to accompany demonstrations of theory and software. These assignments may be completed in class or taken home for further refinement.

Projects: There will be two smaller projects and one larger final project that students will be required to complete. The details of these projects will be discussed upon their assignment but broadly they will be a chance for students to further explore subjects and techniques each individual finds compelling. They will be judged according to individual improvement, critical insight and aesthetic merit.

Attendance: Students are required to attend class unless they have an excused absence. After two unexcused absences your grade will be lowered one letter for every further absence.

GRADING
Participation = 30%
Diary and In-Class Work = 10%
Projects = 35%
Final Project = 25%

A = Someone who has met their limits and surpassed them, thoroughly participated in class and made consistently excellent work.
B = Someone who has made a significant effort, came close to their limits but didn't try to push past them, often participated in class and made fairly developed work.
C = Someone who tried only the basic amount, didn't come close to their potential, participated rarely or not at all, made work that only meets the basic requirements.

SCHEDULE

Week 1		_____ - Syllabus - Lecture + Screening on Motion - Intro to Notebook - Intro to Project 1 - Intro to softwares - Tutorial: Premiere, After Effects	Homework: Work on Project 1 Upload diary
Week 2	_____ - Project 1 DUE - Presentation & Critique - Lecture + Screening on Motion -Tutorial: Cinema4D	_____ - Notebook Check Ins - Intro to Project 2 - Tutorial: Cinema4D	Homework: Work on Project 2 Upload diary
Week 3	_____ Independence Day (observed) NO CLASS	_____ - Project 2 DUE - Notebook Check Ins - Presentation & Critique - Intro to Final Project - Tutorial: Cinema4D	Homework: Prepare final project proposal Upload diary
Week 4	_____	_____	Homework: Work

	- Final Proposal Presentation; - Tutorial: Cinema4D, Substance Painter - Studio time	- Notebook Check Ins - Individual meetings - Studio time	on final project Upload diary
Week 5	_____ - Individual meetings - Studio time	_____ - Notebook Check Ins - Individual meetings - Studio time	Homework: Work on final project Upload diary
Week 6	_____ - Final individual check-in - Studio time;	_____ - Final project DUE - Presentation and critique	

Diary: Throughout the duration of the class, students will keep a "diary" of mindful observation of motion in their daily lives. "Motion" can be related to any or more of the following themes: movement, passage, progression, choreography, nature, gesture, emotion, spatial relations, weather, instability, energy…Students should make at least 3 notes every week and upload them to the class site. It can be in the form of text (at least 5 sentences per note), drawings, collages, images, gifs + videos (highly encouraged). Student's final project will be informed by these observations.

Project 1: Use Premiere or After Effects to create an at least 15 second video that shows some kind of progression. Be creative with colors, effects, shape layers, timing and other techniques we showed in class.

Project 2: Use Cinema 4D to create a minimum 3 second / 90 frame animation.

Final Project: Inspired by one or more of your diary observations, create a video using any of the softwares learned. Consult with the instructor to determine the time/frame minimum for your project idea.

UNIVERSITY RESOURCES

COMMITMENT TO DIVERSITY AND SAFER SPACES

We understand the classroom as a space for practicing freedom; where one may challenge psychic, social, and cultural borders and create meaningful artistic expressions. To do so we must acknowledge and embrace the different identities and backgrounds we inhabit. This means that we will use preferred pronouns, respect self-identifications, and be mindful of special needs. Disagreement is encouraged and supported; however, our differences affect our conceptualization and experience of reality, and it is extremely important to remember that certain gender, race, sex, and class identities are more privileged while others are undermined and marginalized. Consequently, this makes some people feel more protected or vulnerable during debates and discussions. A collaborative effort between the students, TA, and the instructor is needed to create a supportive learning environment. While everyone should feel free to experiment creatively and conceptually if a class member points out that something you have said or shared with the group is offensive, avoid being defensive; instead approach the discussion as a valuable opportunity for us to grow and learn from one another. Alternatively, if you feel that something said in discussion or included in a piece of work is harmful, you are encouraged to speak with the instructor.

CENTER FOR ACCESSIBLE EDUCATION (CAE)

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

UNDERGRADUATE WRITING CENTER

The Undergraduate Writing Center is a free service for all UCLA students, providing one-on-one appointments. Appointment topics include course papers, capstone projects, senior thesis papers, or application materials (resumes, CVs, statements of purpose, or cover letters).

ACADEMIC INTEGRITY AND INFORMATION ON STUDENT CONDUCT

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or

facilitating academic dishonesty. When a student is suspected to have engaged in academic dishonesty, Academic Senate regulations require that the instructor report the allegation to the office of the Dean of Students. For more information, see the UCLA Student Conduct Code.

COVID-19

Students must adhere to the current campus directives related to COVID-19 mitigation, and refusal to do so may result in the student being asked to leave the classroom or referred to the Dean of Students. For more information about COVID-19 requirements on campus, please visit: https://covid-19.ucla.edu/information-for-students/.

CENTER FOR ACCESSIBLE EDUCATION (CAE):

UCLA strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability, please let me know as soon as possible. It is necessary for you to register with the UCLA Center for Accessible Education so that we can establish reasonable accommodations. After registration, make arrangements with me to discuss how to implement these accommodations. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations.

TITLE IX:

UCLA prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, there are a variety of resources to assist you.

CONFIDENTIAL RESOURCES:

You can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.

NON-CONFIDENTIAL RESOURCES:

You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator—A NON-CONFIDENTIAL RESOURCE—should they become aware that you or any other student has experienced sexual violence or sexual harassment.

PSYCHOLOGICAL HEALTH, WELL-BEING AND RESILIENCE:

UCLA is renowned for academic excellence, and yet we know that many students feel overwhelmed at times by demands to succeed academically, socially and personally. Our campus community is committed to helping all students thrive, learn to cope with stress, and build resilience. Remember, self-care is a skill that is critical to your long-term success. Here are some of the many resources available at UCLA to support you:

- Counseling and Psychological Services (CAPS): https://www.counseling.ucla.edu/ Provides counseling and other psychological/mental health services to students. Walk-in hours are Monday-Thursday 8am-4:30pm and Friday 9am-4:30pm in John Wooden Center West. Crisis counseling is also available 24 hours/day at (310) 825-0768.
- Ashe Student Health and Wellness Center: http://www.studenthealth.ucla.edu Provides high quality and accessible ambulatory healthcare and education by caring professionals to support the academic success and personal development of all UCLA students.
- Healthy Campus Initiative (HCI): https://healthy.ucla.edu Provides links to a wide variety of resources for enhancing physical and psychological well-being, positive social interactions, healthy sleep, healthy eating, healthy physical activity and more.
- Campus and Student Resilience: https://www.resilience.ucla.edu/ Provides programs to promote resilience and trains students to help support their peers.
- UCLA Recreation: https://www.recreation.ucla.edu/ Offers a broad array of services and programs including fitness, yoga, dance, martial arts, meditation, sports, and much more.
- Equity, Diversity and Inclusion: https://equity.ucla.edu/ Committed to providing an equal learning, working and living environment at UCLA and supports a range of programs to promote these goals campus-wide.
- UCLA GRIT Coaching Program: https://www.grit.ucla.edu/ GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, foster positive social connections, set goals, and navigate campus resources.

RESOURCES FOR STUDENTS DEALING WITH FINANCIAL STRESS:

- Economic Crisis Response: https://www.studentincrisis.ucla.edu/Economic-Crisis-Response provides support and guidance to students who have self-identified, or are identified by UCLA faculty or staff, as experiencing a financial crisis that impacts their academic success at UCLA.
- Bruin Shelter: http://www.bruinshelter.org/ provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.

- The CPO Food Closet: http://www.cpo.ucla.edu/cpo/foodcloset/ provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.

LAND ACKNOWLEDGEMENT

The University of California, Los Angeles occupies the ancestral, traditional, and contemporary Lands of the Tongva and Chumash peoples. Our ability to gather and learn here is the result of coercion, dispossession, and colonization. We are grateful for the land itself and the people that have stewarded it through generations. While a land acknowledgment is not enough, it is the first step in the work toward supporting decolonial and indigenous movements for sovereignty and self-determination. Read more about what land you're occupying: https://native-land.ca/