

Teaching VR Art & Design - in VR

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For the past decade, Hayfield Isovista has offered courses in VR(Web3D) art and design. These happen in multiuser VR(Web3D) Lessons learned from crafting virtual art and poetry become the foundation for the next iteration of educational materials. Our presentation covers this translation of art and design into education.



Fig. 1. In VRChat discussing a final project, “Masks” by Cesar Ricardo Alvarez, 2018

I. UNDERSTANDING VR DESIGN

The crux of the course is the teaching of VR art and design to game design students who create their own virtual art works. Through deep discussions and tours of existing virtual works students learn to create reality, not just copy it.

Past works and their goals of storytelling and interaction shape the learners understanding of composing and editing reality. Works by Zaha Hadid, Cao Fei, Bryn Oh, Andy Best and more are discussed through the academic lenses of Janet Murray, Jay Bolter, Lev Manovich, Jesper Juul, and Jesse Schell.



Fig. 2. VR galleries discussed as visual composition and edited reality studies akin to work in early cinema.



Fig. 3. Starbase as gallery, covers narrative mash-ups, critical paths, poetic & cinematic spaces.



Fig. 4. Class space, same area as Fig 2. Design practices from virtual poetry readings inform the class presentation in ways that are both powerful and easily overlooked.

II. CONCLUSION

Virtual reality is often understood in the context of either realism or as novelty. Emergent best design practices are scattered and incompletely formed within the vast range of existing works. With our students, we explore virtual art and poetry as safe spaces to express narrative and interactive paths that can be leveraged for functional spaces such as art galleries, social spaces, and class rooms.

III. REFERENCES

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