





To leave a remnant of the site-specific performance rituals as commentary on and in the spaces.

This has led to exploring **Augmented Reality (AR)** technology from 2014. Students were invited to make a digital recording of their performances in the chosen spaces and to leave **triggers** to be digitally accessed by whoever visits the space at another time. This is such a visit. The intention is to offer an ephemeral, conceptual or metaphoric view of the space as a gift to the new visitor.

The conceptual framework brought the focus towards the primary **four pillars** identified for the strategy of innovative teaching and learning: self-regulation and self-efficacy; co-creating new knowledge; co-creating an improved future; and meaningful reflection.

#### To engage with these photos



- \* Download AURASMA app
- \* Install
- \* Register
- \* Search for the aura TUTdrama
- \* Select Follow
- \* Activate app by pressing the purple button on the screen and then holding your device over a trigger (photo)



Activation of embodied learning/  
performance/space(s) as  
an innovative approach to  
cross-discipline collaborative  
practice within the arts.

*When a child is born it is  
still pure. As a child grows,  
own personal opinions grow  
and pollutes an innocent's  
soul. The concept starts  
as two humans who are old,  
and have polluted mind-set...  
as the piece goes on both  
their minds become less  
polluted and they keep getting  
young up to the stage where  
they were born innocent and  
pure - returned to water.*

This project identifies physical  
found space/s in the environment  
and interpret these as a platform  
for organic performance – not  
to bring a performance into  
the space, but allow the space  
to 'speak to' the creation for a  
performance. Often these site-  
specific performances may be  
non-literal or abstract narratives  
and include activating the  
spaces through creative ritual.

*Is your identity my identity?*

*The personality of any  
person depends on where  
she/he finds himself/  
herself in a social, conflict  
or survival state.*



Embodied performances and embodied space/s offer an opportunity for emotional expression for meaning-making and healing.

Elements of design and art are used to enhance the physicality, presence and immediacy of the experience. In theatre-making, the artistic ambitions are interdisciplinary and the understanding of theatre is performance rather than literature-oriented.

*Life becomes political in terms of gender and power dynamics in reference to power shifts within sexes.*

*Inhlanganyelo (the meeting of the sexes)*

*The evolution of each individual's identity in order to adapt to the social demands of the environment.*



Augmented Reality (AR) digital renditions of the performances as artefacts will remain as digital footprints at/of the sites – graffiti taglines on the site.

*Are we given another choice?  
Trapped by our own decisions  
that we make in electing  
people to follow, who  
lead us, trapped in regret...  
trapped in wanting to obtain  
the very same power.*

This project was designed in 2015. Students teamed together to produce a site-specific performance that simultaneously explores aspects of diversity and transformation, as well as activating performative aspects; Theme = IDENTITY: obviating the single story.

*Each one of us is caged  
in our own structure...  
exchanging personalities  
with someone in a different  
'cage', to find ourselves.*

*We can help one another to  
survive, then our world would  
be a better place to live in.*



A temporal effect may be produced by various generations of students leaving their AR performance tags in spaces over time.



*Identity and the concept of sharing of identities to help create instead of helping to destroy.*



## OUTPUTS

### ACTIVITIES

- \* Develop course materials
- \* Train site-specific performance making with senior drama students
- \* Co-creation and execution of site-specific performances on TUT Arts Faculty
- \* Co-create and curate online exhibition of performances

### PARTICIPATION

- \* Performers = Senior drama students (3rd year)
- \* Spectators = TUT students & staff as well as general public
- \* Development Consultants:
  - Directorate of Teaching and Learning with Technology at TUT
  - Seek support collaboration opportunities with Film, Photography, and Multi-media students

### TANGIBLES

- \* Conceptual essays and applied assignments of theme and performance making
- \* Artefacts = AR digital renditions of live performances
- \* Graphic triggers to AR platform
- \* Booklet publication including:
  - documentation of sites and performance conceptual practice
  - QR codes for links to online exhibition

## OUTCOMES – IMPACT

### PHASE ONE

- \* Drama students co-create own learning experience
- \* Innovative learning: inclusion of AR digital practice into site-specific performance making
- \* Awareness and critical exploration of social issues that will remain as a digital footprint
- \* Document embodied commentary on current social issue/s and make it available in printed and online formats

*A normal cup of coffee has four ingredients. Technically a combination of the four identities makes a new identity.*





**This project serves as a practice-based innovation to enhance teaching and learning within the arts that will lead to development of materials which may be used to strengthen collaborative practice and transformative teaching.**

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