



By Emile Clarke in partnership with [The Egg](#)

The Josephine Baker creative learning portal



Questions I'll be answering in this presentation:



Why a creative learning portal?



What will learners experience?



What activities will be offered?



What themes could be explored?



How will the portal experience be immersive and engaging?



JOSEPHINE BAKER



CATEL
& BOCQUET

Why a creative learning portal?

This portal addresses some of the challenges with schools touring.

It creates a blueprint for a new way of digital learning and engagement with theatre.

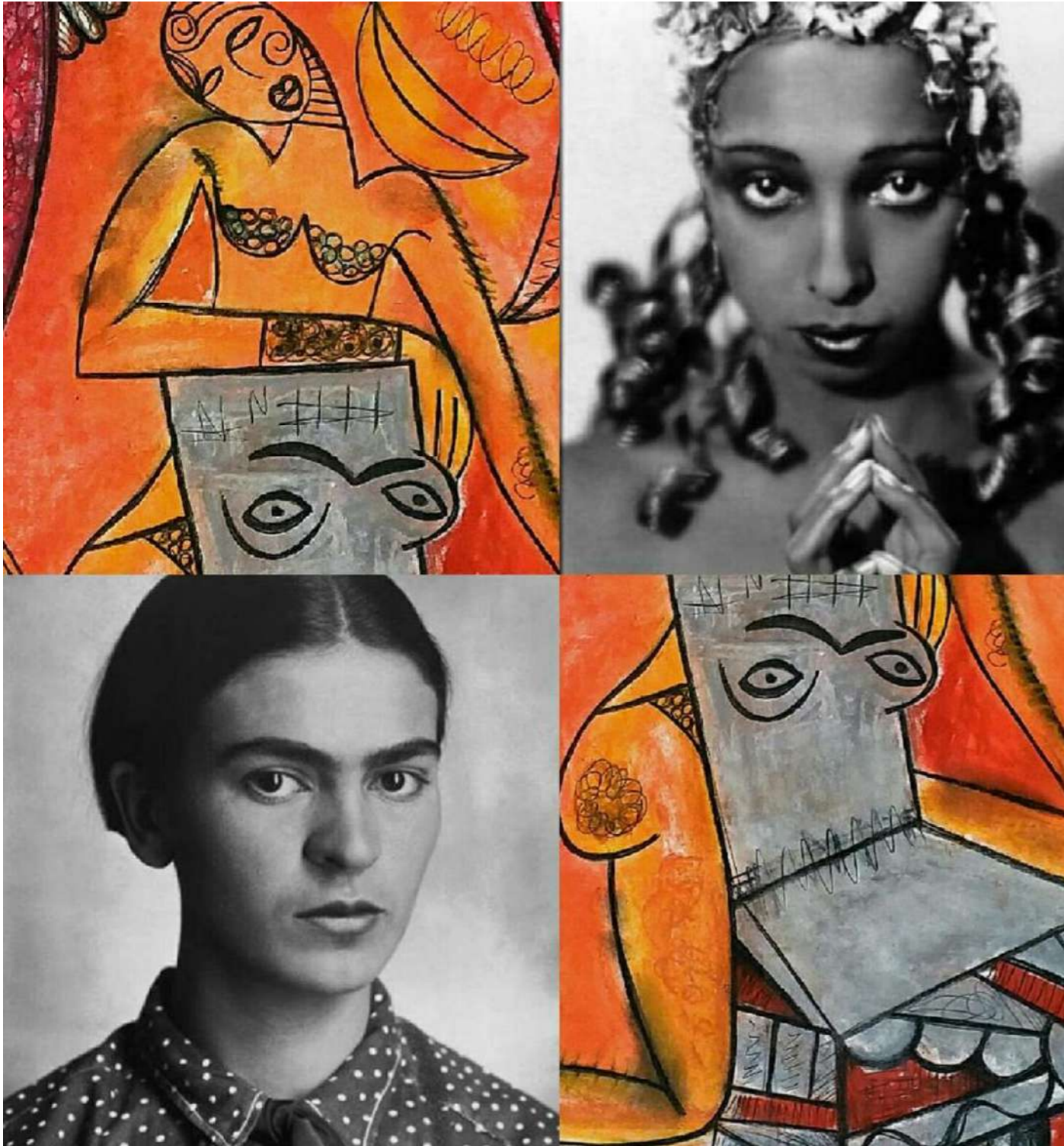
It gives learners the chance to dive into a digital expansion of Josephine the play, exploring key curriculum themes in an environment designed for explorative learner autonomy. The experience can be teacher-led or child-initiated.

It can act as a standalone object or in tandem with a filmed/live version of the show and can serve to supplement the material in the show or pique interest.

The experience

The portal offers:

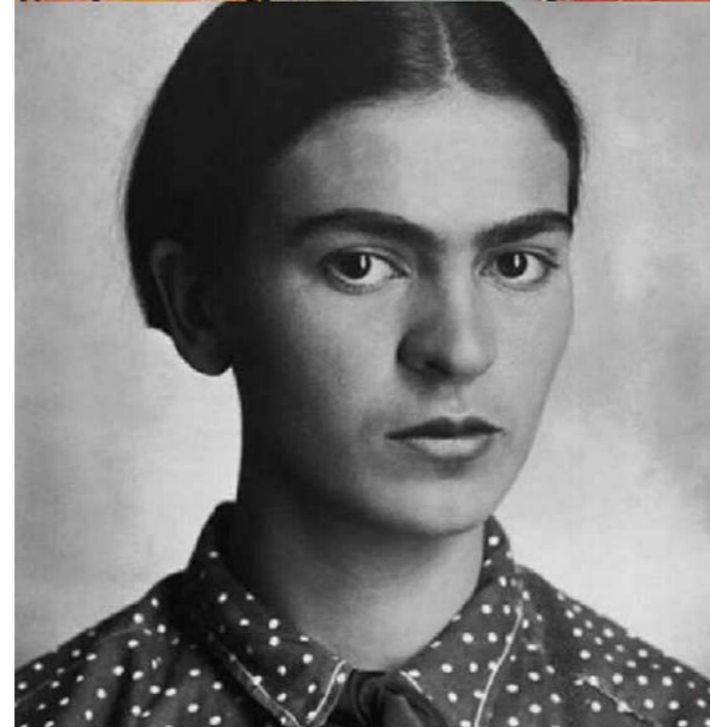
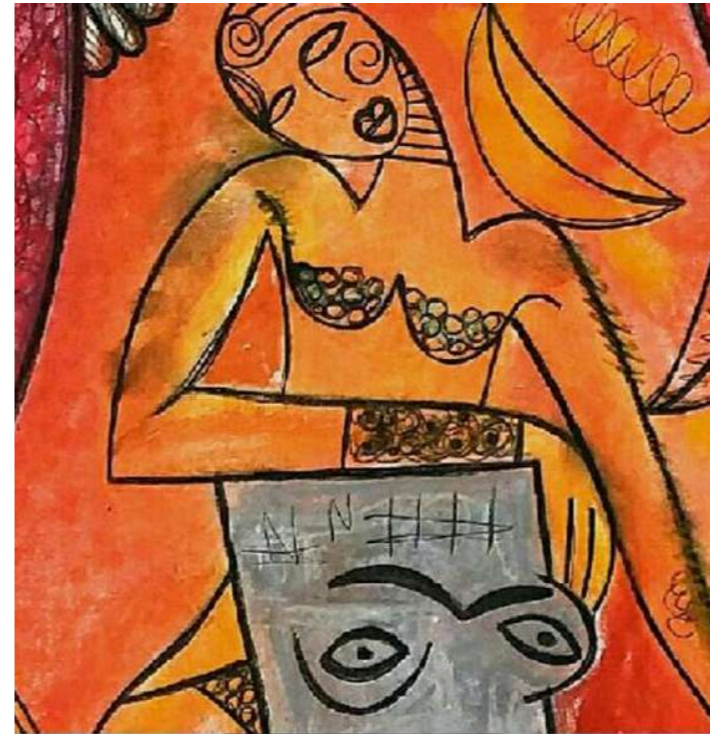
- ◆ Expanding our theatrical experiences.
- ◆ Learners experiencing theatre from another perspective.
- ◆ To cover **key aspects** of the taught curriculum and provide a space for curiosity in theatre and drama.
- ◆ Uncovering the job roles and process of creating a show.
- ◆ Various routes through the portal encouraging users to return to site.
- ◆ Lesson plan routes for teachers.



Exploring the play

Learners extend their Josephine experience through:

- ◆ Navigating as the shows characters.
- ◆ Meeting virtual 'witnesses' who can offer different viewpoints, including cast and company.
- ◆ Watch additional scenes that provide alternate narratives.
- ◆ Animated infographics to deepen understanding of the play's context and provoke further learning questions.
- ◆ Unlock activities where learners can design the play through green screen, sound and other production decisions.





Expanding the play

The portal expands on themes made throughout the play using the plays characters as anchors and historical references. Education around Josephine's life can be explored such as the Harlem Renaissance, nazi occupied Paris, mental health and body acceptance.



Progress options through the portal

Jack	Marie	Josephine
Art/design	History	PSHE
Infographic animation	Interview	Interactive scene
Alternative scene	Infographic animation	Interview
Interview	Interactive scene	Alternative scene
Interactive scene	Alternative scene	Infographic animation
	Unlock production design activities	

What could be explored



How will the portal experience be immersive and engaging?



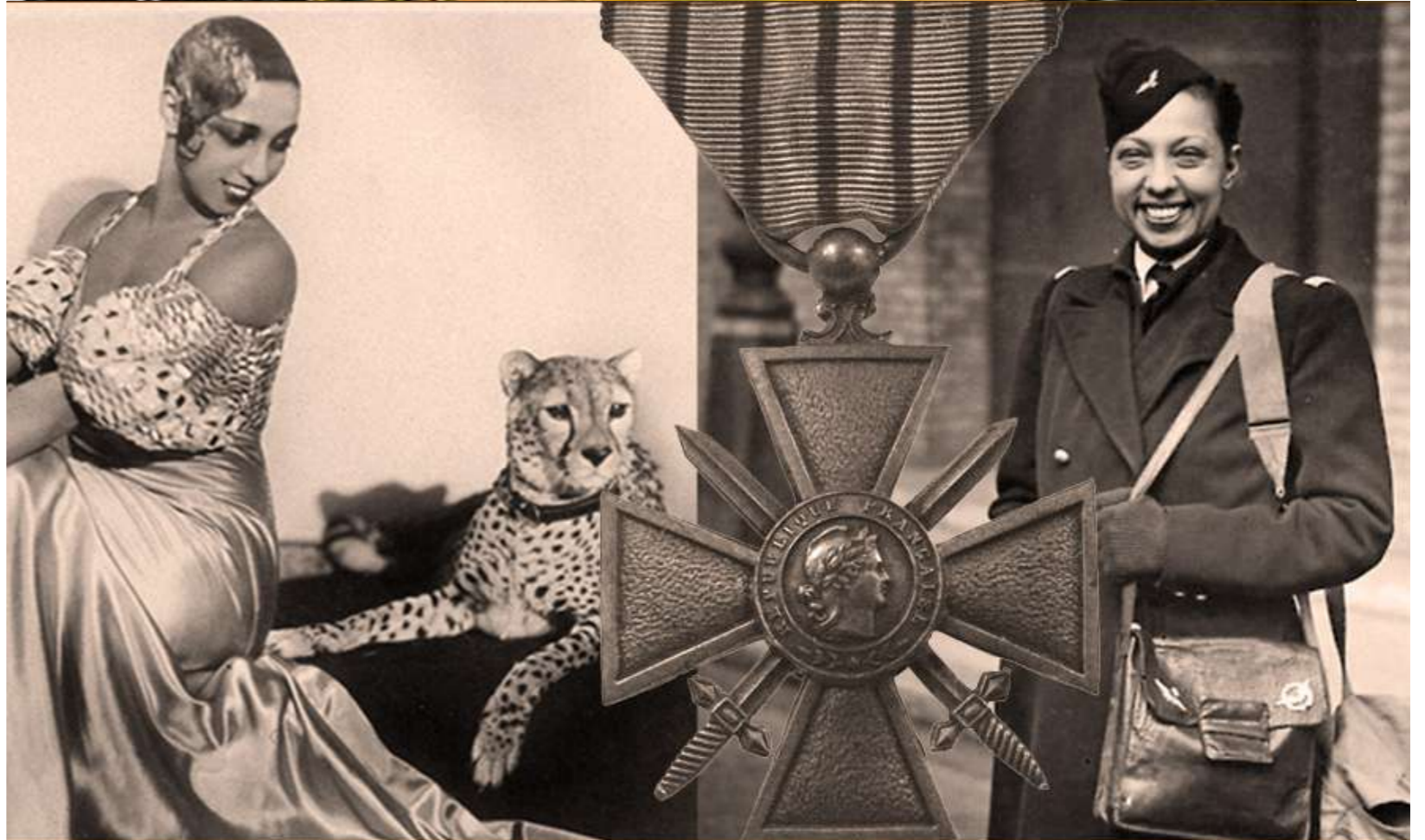
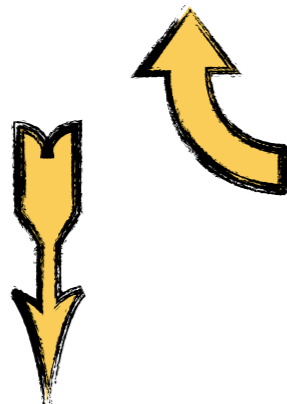
Through story

Through play

Through technology

Design this is still TBC but will incorporate modern video with historical pictures and art styles throughout Josephine's life. From Harlem Renaissance to Art Deco. Perhaps mirroring content such a Beyoncé's vogue cover to Josephines cover.

Interaction The design will aid its users in exploring the online theatre, incorporating the autonomy of RPGs. Users are given the choice to play an avatar (eg. Marie, Frida Kahlo or themselves) with quests to complete.



An interactive tour of the set

Navigation learners will arrive at a landing page inviting them into the 360 Egg. Users can familiarise themselves with the Egg for IRL visits, Learning about toilet locations and SEN viewing boxes. Making the theatre their home.

Once in the theatre they can explore and interact with the plays set. Clicking a costume may take them to how it's made or an interview with the costume designer. Clicking on Josephine (the actor) brings up a list of content leading to videos, songs and events.

A photo in the cafe may take the learner to Josephine's civil rights speech or clicking on the show lights take the learner to the lighting booth for stage manager interviews and backstage work experience.

Evisceration (2 / 3)

Mummies - station 4 of 40

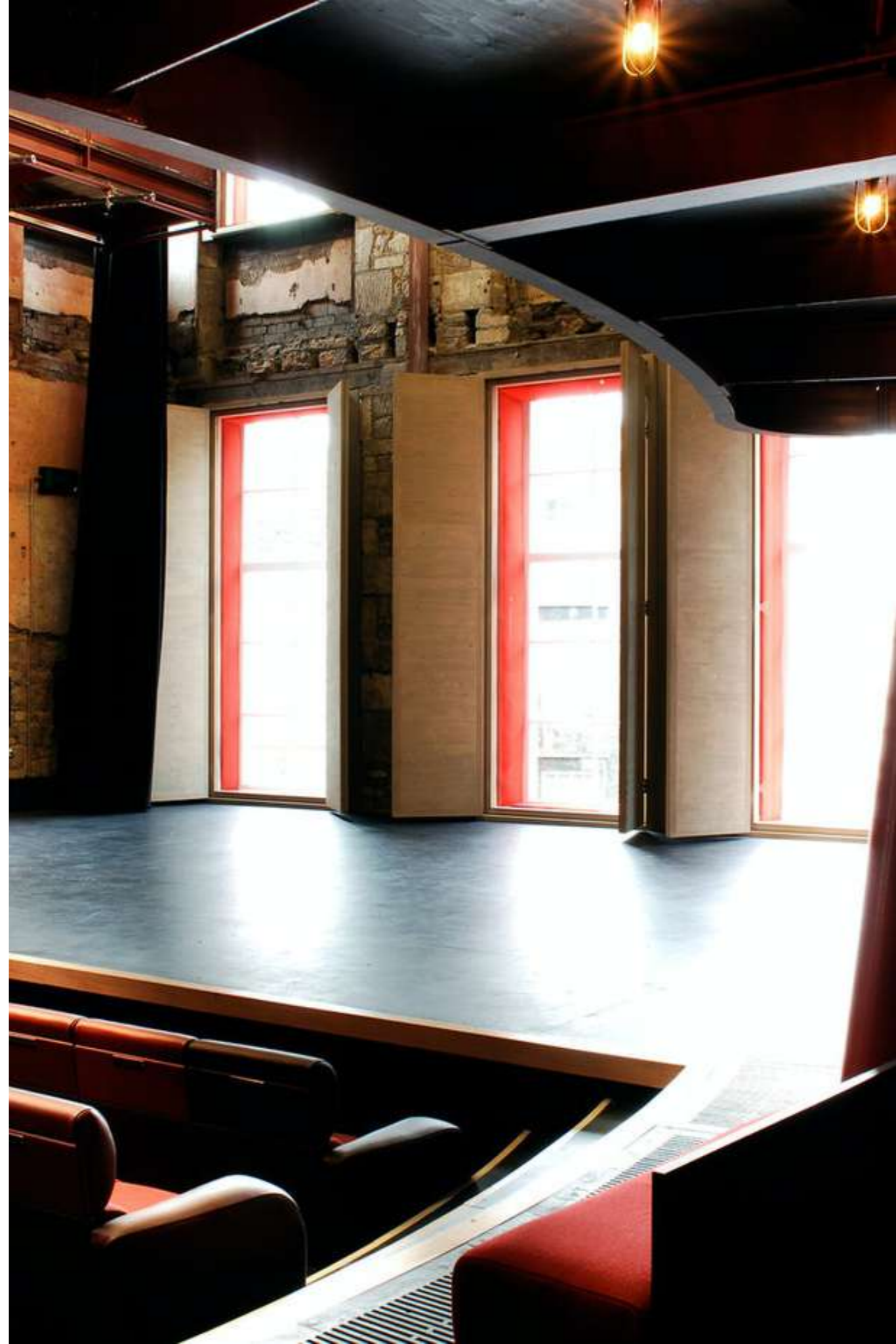


Bronze Hook and Evisceration tools
Ancient Egypt

© National Museum of Antiquities, Leiden

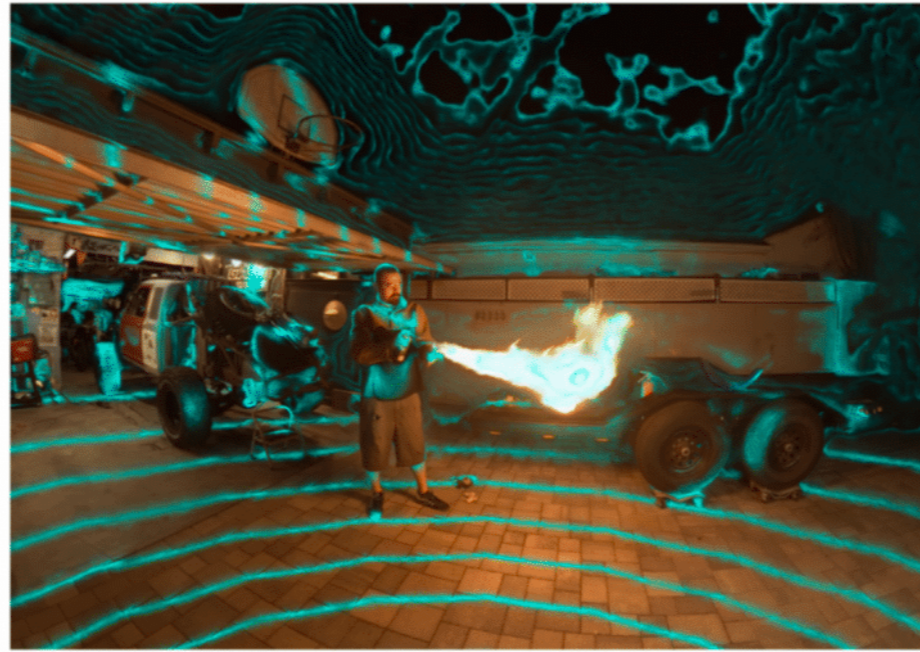
First, the brain was extracted by inserting a spoon through the nostril to break the ethmoid bone. Then, using a spatula, the pieces of the brain were removed as thoroughly as possible. What matter remained was extracted after a process of liquefaction achieved through the use a...

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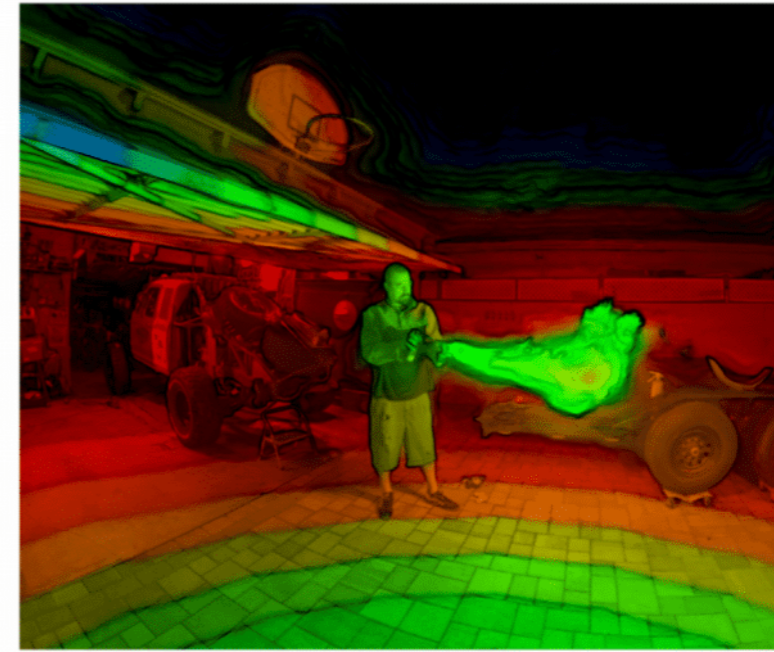




a) Capture Rig



(b) Multi-Sphere Image



(c) Layered Mesh Representation

Immersive light field technology hardware

A video representation of 360
lightfield space:
[https://youtu.be/
SvRgkXQZIQg](https://youtu.be/SvRgkXQZIQg)

Cheaper alternatives can be
found such as:

[https://go.matterport.com/
virtual-tours-general.html](https://go.matterport.com/virtual-tours-general.html)

photogrammetry/photo scanning

<https://www.google.com/url?>

