

ART & DESIGN

AFTER AI

ASSIGNMENTS

_ENGAGE

- _01 Discuss AI; in theory
- _02 Discuss AI; in practice

_EXPLORE

- _01 Generative AI
- _02 Writing with AI

_EXPLAIN

- _01 Aesthetic Scanning
- _02 Discuss AI; Further Use

EXPECTATIONS

_ENGAGE

You will be expected contribute to discussions concerning the use and nature of artificial intelligence in art and daily lives.

_EXPLAIN

You will be expected to analyze AI-generated works using the aesthetic scanning process.

You will be expected to discuss possible future uses for artificial intelligence.

_EXPLORE

You will be expected to create using generative artificial intelligence programs in order to build a familiarization of their capabilities.

You will be expected to use artificial intelligence to organize and edit art-writing.

_EXTEND

It is hoped that you will use these tools as part of your creative process, so as to add to your skill-sets as artists, designers, and generally creative individuals.

EXERCISE LAYOUT

DAY 1

- _01 AI Art Video
- _02 Discuss AI; in theory
- _03 Generative AI
- _04 Aesthetic Scanning

DAY 2

- _01 AI Art Video
- _02 Discuss AI; in practice
- _03 Writing with AI
- _04 Extend AI; Further Use

DISCUSS AI: IN THEORY

EXPECTATIONS

_WATCH

We will view a video from VOX discussing the emerging field of AI.

_WRITE

You will choose 3 of the questions from the question bank below to respond to for the discussion.

_DISCUSS

We will conduct a round-robin style discussion, reading and responding to one question each, in turn.

QUESTIONS

_CHOOSE 3

- _01 How can machine learning imply machine free-will?
- _02 What biases might be present in AI?
- _03 How might a profit-incentive impact how AI is used?
- _04 What uses might pattern identification have?
- _05 Why might AI be non-objective?
- _06 How might AI solve human problems?
- _07 How could an AI-machine develop feelings?
- _08 How do you think social media is using AI?
- _09 Should AI be trained on work not in the public domain?
- _10 Who has the rights to data AI collects or generates?
- _11 How might AI help us in our daily lives?
- _12 How might AI harm us?
- _13 What is your definition of an algorithm?
- _14 How can you use AI to make you a better creator?
- _15 How could AI replace human teachers or researchers?
- _16 How could governments regulate the use of AI
- _17 What impact does the use of AI have on the art world?
- _18 What ethical considerations come with the use of AI?

NOTES

GUIDE: GENERATIVE AI

PROMPTS

_DESCRIBE

Generative AI, like Adobe Firefly, uses text-or-image-based prompts to create. Start with a scene or a style, and add as many descriptors as you can. Draw from **movements** (e.g. pre-raphaelite, land art, dada), **colors** (hues, or concepts such as vibrant, muted, pastel), **compositions** (e.g. rule of thirds, golden spiral, close up), **emotions**, **lighting** (e.g. soft, diffused, backlit, golden hour), **materials** (e.g. photopaper, wood, fabric), and **styles** (e.g. pointillism, photo-realistic, sketch). Adobe Firefly has a visual interface to help.

_ISOLATE

AI isn't perfect, and it can struggle when confronted with complex prompts. Use **"quotation marks"** to isolate particularly difficult scenarios. **E.G.:** for the complicated prompt of *brightly colored psychedelic spiraling clouds with tree-dwelling gnomes wearing red caps in layered paper*, use instead *"brightly colored psychedelic spiraling clouds" "tree-dwelling gnomes wearing red caps" layered paper*.

_EXCLUDE

What you leave out, is almost as important as what you put in. To do so, use the [avoid =] command. **E.G.:** *"brightly colored psychedelic spiraling clouds" "tree-dwelling gnomes wearing red caps" layered paper [avoid = purple, cars]*.

_GUIDE

Firefly is adjustable, in that the stylization and prompt importance can be manipulated. For **stylization**, use the command *[stylize = 90, 10]*. The numbers inside the bracket **must** equal 100, and the higher the second number, the closer Firefly will stick to the indicated style. Regarding **prompt importance**, the command *[guidance = 25]* will instruct Firefly to stick closely to, or stray from, the prompt. That number is on a scale from 0 to 25, with 25 being the highest level of prompt importance. The command *[raw-style = true]* will disregard portions (or the entirety) of your prompt, at random.

DELIVERABLES

_GENERATE

For this part of the exercise, you will use Adobe Firefly to create one image, which you will save, and analyze using the aesthetic scanning process. At the end of today's class, you will turn in your discussion sheet, your aesthetic scanning process worksheet, and you will email me your AI generated image to be printed out for the next set of exercises.

GUIDE:

AESTHETIC

SCANNING

SENSORY:

_COLOR

- _01 How is color used in the work?
- _02 How do the colors evoke emotions or associations?

_TEXTURE

- _01 Is there real or implied texture?
- _02 How does texture contribute to the overall-experience?

FORMAL:

_UNITY

- _01 How are the elements organized or unified in the work?
- _02 Is there a sense of cohesion and coherence?

_BALANCE

- _01 Is the work balanced?
- _02 Is there symmetry or asymmetry present?

TECHNICAL:

_MEDIA

- _01 What media is present in the work?
- _02 How is the media used to create certain effects?

_WAYS OF WORK

- _01 What techniques or processes were used?
- _02 How do the techniques contribute to the artists style and expression?

EXPRESSIVE:

_THEMES

- _01 What is the central theme or idea the work expresses?
- _02 How is the theme repeated or emphasized through the use of elements, principles, or techniques?

_LIGHT

- _01 How does light contribute to the mood?
- _02 Where are the areas of contrast?

_SPACE/FORM

- _01 Is there a sense of depth or perspective?
- _02 How is form created?

_RHYTHM

- _01 Is there movement, pattern, or interest?

_EMPHASIS

- _01 Are there any areas of the work that stand out or receive more attention?

_ORGANIC UNITY

- _01 How does each element contribute to the overall work?
- _02 Is each element necessary? Does it enhance the overall work?

_MOODS

- _01 What mood or atmosphere does the work evoke?
- _02 Does it express sadness/joy, boldness/timidity, tranquility/agitation?

PROCESS: AESTHETIC SCANNING

SENSORY:

FORMAL:

TECHNICAL:

EXPRESSIVE:

DISCUSS AI: IN PRACTICE

EXPECTATIONS

_WATCH

We will view a video from VOX discussing the use of AI in the creative fields.

_WRITE

You will choose 3 of the questions from the question bank below to respond to for the discussion.

_DISCUSS

We will conduct a round-robin style discussion, reading and responding to one question each, in turn.

QUESTIONS

_CHOOSE 3

- _01 Where do you see the role of AI in the arts?
- _02 What are some advantages of using AI in the arts?
- _03 What are some ethical concerns for using AI?
- _04 Why might AI not be considered “real” art?
- _05 How might the use of AI limit our creative potential?
- _06 How might AI challenge our understanding of creativity?
- _07 In what ways could AI be used as a collaborative tool?
- _08 What challenges can the use of AI as a medium cause?
- _09 How might the use of AI impact the value of art?
- _10 How might art-groups/unions respond to the use of AI?
- _11 How might AI replace human artists?
- _12 How might AI be credited as an artist?
- _13 What feelings do you have about AI-generated art?

NOTES

GUIDE: ART-WRITING WITH AI

START WITH GOOD ART-WRITING

The better your input, the better the output. Use a draft: your aesthetic scanning from the last exercise is a good place to start. Following these guidelines can help. For art-writing in particular, keep the framework of “What is it? What does it mean? So what?” in mind. Remember that AI needs to be fact checked, and to add your tone and personality. Never use AI to write for you; that’s plagiarism.

ANALYZE WITH GOOGLE BARD

_PROOFREAD

Once you have your draft posted into the Google Bard thread, you can reference or repost it when asking questions. For proofreading, **engage** in a continuous discussion with Google Bard about your work, asking it to check for punctuation, grammar, structure, and syntax.

_THEME

When writing, we want to make sure that we are on-topic, that the **themes** we are interested in are the same ones we are actually talking about. **First, summarize** the aesthetic scanning of your AI-generated art. Use the following prompt, and paste your summary between the quotation marks: *What themes are present in this draft “ ”?*

_TONE

Always consider your audience when writing, and consider the **tone** that you are using in your work. Google Bard can help. Use some of the following prompts: *What tone am I using in this draft? How could I tailor this to appeal to young urban farmers?*

_SUMMARIZE

Much like themes, a **summary** can help you understand if you’re on the right track with your writing. Ask Google Bard to summarize your work and isolate key ideas with these prompts: *Can you condense this draft down to 4 sentences for me? What are the key ideas in this work?*

_FIND

Sometimes it is difficult to **find** just the write word, and AI can help. Google Bard will produce nouns, adjectives, verbs, and even figurative language. Try using prompts like: *What is a good word for something that is temporary, that specifically deals with the passing nature of an idea or an experience?*

DELIVERABLES

_GENERATE

For this part of the exercise, you will follow the above steps to edit your writing. At the end of today’s class, you will turn in your discussion sheet, your extend sheet, and you will email the final piece to me as a .pdf file. Non .pdf files will not be accepted.

EXTEND: FURTHER USE

CREATIVE FREE-WRITING

_TAKE the next 10 minutes and engage in free-writing about AI. Don't stop, don't second guess, don't edit. Write until you run out of room. Use the margins, the top, the back. Think about AI, what this new technology can bring, how you might use it, how it might be used against you. Just, write.

GUIDE: TEACHER NOTES

VIDEOS

_DAY 1

_01 The top video! <https://www.vox.com/23150422/text-to-image-ai-deep-learning>

_DAY 2

_01 What AI art means for human artists (<https://youtu.be/sFBfrZ-N3G4>)

NOTES

_SUBMISSIONS

Email did not work well.

Google Forms did work well.

_VIDEOS

VOX videos are blocked on YouTube by the school. They were downloaded onto a personal laptop prior to the lessons.

_DEMOS

Quick demos allowed for better student understanding.

Google Bard worked only if the students did not log in with their student email, but instead used a personal.

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