Artificial Intelligence (AI) and Unit 3: Performance

In this support guide for students, we set out considerations you may take when exploring and critiquing the value of generative artificial intelligence (GAI) tools in the creative fields that include but are not limited to:
- Playwriting and play performance
- Song and music composition and performance
- Screenplay for film, television or moving media
- Choreography and dance performance

Context

AI is revolutionising many industries, which includes performing arts and drama. The creation of new written content, audio, and associated visual outputs that have traditionally been the ownership of humans, can now be curated and co-curated through written instruction of web-based GAIs. What is unclear, is to what extent these GAIs have, could and will impact the current industries within which people are starting to use them, and the potential future industries that may come about from this advancement in AI technology.

AI:EPQ advice: The **sole use** of AI tools **cannot** meet assessment descriptor requirements set out for the extended project qualification. AI tool use can **appear alongside** and influence **evidence** for which the candidate has independently created (i.e. without the use of AI tools) in order to meet the assessment descriptors. Candidates are required to reference each and every instance of AI tool use within their coursework submission, and failure to do so will be considered malpractice.

Introduction

If you are interested in completing an EPQ in Unit 3: Performance and are <u>also</u> interested in critically evaluating GAIs within your assignment, here are some considerations you will need to take when carrying out your project.

1. Developing a working title for a Unit 3: Performance project

The title for a Unit 3 Performance project should be written in the format of a commission brief

E.g. *'Make a video for a teenage audience on how to learn to play the electric guitar'*

Whilst you are not permitted to use GAIs to do the "making" for you, in the above title, you could base your make around a brief where GAI "use" is the method you are teaching.

E.g. *'Make a video for a teenage audience, where the use of GAIs aids the learning of playing the electric guitar'*

Alternatively, you may wish to use the power of GAIs to make something, that you yourself will <u>also</u> make, and then through the performance to an audience, critically compare the impact that your performance and the GAIs performance has on the same audience.

E.g. *'Use GAIs to generate a short play which imitates the style of Shakespeare, and compare its performance to a self written play of the same style'*.

Whilst GAI has the <u>potential</u> to do the creative, research or written work that a human would do when creating a performance outcome, you remain required to do this work in order to satisfy the assessment of your project assignment. The opportunity for GAIs presents an exciting and evolving opportunity for your assignment to critically consider the impact of GAIs, particularly their impact on an audience, for whom your

project outcome is focused on delivering to.

For more guidance on titles, see our titles support guide [here](#).

2. Documenting when and how you use GAIs

If you are planning to integrate the critical analysis of any use or output from GAIs as part of your project, you will need to be explicit during the project write up, which includes a requirement to:
- retain a copy of the question(s) and computer generated content
- record a noneditable format (screenshot) of the question and output
- write a brief explanation of how the GAI has been used

These requirements can be recorded in a text document such as word, and referenced to in your project activity log.

Here are some key questions/milestones to consider when documenting your use of GAIs in your project activity log:

- Which GAI(s) are you going to critically review? (Ensure that you reference and evidence your use in a document)
- How did your use of the GAI(s) evolve during your project, and did this inform your own creative activity in any way? (Make sure to document the iteration of your written inputs into the GAI each time)
- What benefit did you personally gain from critically reviewing the GAI outputs alongside your own creative work, and what implications might this have for associated creative industries? (Remember to imagine yourself as a performer, and consider what you have learnt or benefited from through GAI use)
- How do you intend to purposefully evaluate the reactions of your audience when comparing your own work to that of a GAI? (You should consider your audience particularly if you intend to test their reaction to AI generated materials and compare them to materials which you created, in order to learn)
- From your project experience of performance related AI generated outputs, how will the pace of technological advancement in these GAIs impact your performance now and in the future? (e.g. will humans no longer compose music or write plays in the future?)

GAIs

The following non exhaustive list of GAIs are capable of generating outcomes associated with a Unit 3 Performance EPQ.

Play & screen writing
- ChatGPT
- GetGenie Ai
- Writecream
- Taskade
- Grammarly Ai
- Toolbaz Ai Script generator

Music or song composition and performance
- Magenta
- Orb Producer Suite
- Amper
- Aiva.ai
- MuseNet
- Jukedeck
- WavTool
- Loudly
- Brain.fm
- Ecrett Music
- Boomy

GAI issues to consider

The use of GAIs are intrinsically linked to potential issues that are a challenge for this evolving technology. Here are some specific performance related issues that you may wish to consider within your EPQ.

Ethics

A significant issue associated with all GAI use for generating content, is around ethics. Ethical use of any tool particularly to replicate or replace a human, honestly or deceptively, has a wide range of associated and unanticipated issues, that may be of interest to you in your EPQ, specifically relating to how GAI conveys societal constructs (such as morality, status, cultural norms and behaviours) as portrayed through a creative performance.

Copyright

The copyright and ownership of creative outputs from artists or writers, including lyrics, rhythms, songs and compositions, are already significantly challenging issues for the music industry, where sampling and the use of music patterns and arrangements can cost artists millions of pounds. In instances where GAIs are asked to simulate an existing artist or writer, replicate their work, or draw "inspiration" from genres to create AI generated outputs, who is in ownership of what is created? Is it the GAI user, the GAI developer, the artist that the GAI is impersonating, or another stakeholder?

Empathy

GAIs are capable of following the written instructions of the operator. However, in following instructions, a GAI is incapable of identifying the impact on an audience of their outputs, in the same way that a human might. These human capabilities include an important social norm, empathy, which affords reflection, perspective and responsibility to an outcome before committing to it. How can GAIs empathise with a performer, artist, or audience in the way that a human can, and if it cannot, what potential risks must you as a human consider in its absence?

Language/linguistics

The capabilities of GAIs in the play and song writing industries, allows for the generation of new ideas, and the analysis of large bodies of data to create complex characters, scenarios, stories and dialogues. Similarly, the tools' ability to draw from direct instruction or from wider societal language constructs can automate creative tasks in seemingly endless ways. However, despite the potential power of these features, the human "connection" to an audience is identified by those in the industry as requiring a deep emotional connection to an audience in order to succeed, rather than following a set of language rules or repeatable characteristics.

Given AIs' requirement to draw from existing sources of information to create new outputs, what a tool is capable of creating is subsequently dependent upon the data pool it sources from, and in the case of words, language, poem or song, it draws from the language constructs that exist within its given dataset. This will appear as a limitation on any output created, and fail to purposefully meet an audiences specific needs unless directly identified by the human instructor through a sequence of accurate prompts.

An interesting research piece in this field for you to consider (date of access 18th October 2023)
TheaiTRE: Generating Theatre Play Scripts using Artificial Intelligence, is an interesting piece of research in which an interdisciplinary project combines theatre with computational linguistics, in order to produce and stage a computer generated theatre play, to explore the potential for AI techniques to be incorporated into theatre practice. Within the academic paper, there is consideration of the impact on the audience of the performance, and critical reflection of the projects use of GAIs.

Potential writing approaches for GAIs
In order to use a GAI to generate a script, song or the writing of music, you will need to know about the basic constructs against which you require the tool to create, so that you can instruct it.

As an example, if you were to use a GAI to generate a script for a play that is to be performed by actors, you will need to instruct the GAI using the following prompts:

1. **Initial Prompt or Scenario**: You should provide an initial prompt or scenario that sets the stage for the play. This prompt should include information about the setting, characters, and the general theme or plot of the play. For example, you might specify a historical setting, a futuristic world, or a particular location.
2. **Character Descriptions**: Describe the characters in detail, including their names, personalities, backgrounds, motivations, and relationships with each other. Any GAI needs this information to generate dialogues and interactions between the characters.
3. **Plot Outline**: Provide an outline of the play's plot, including major events, conflicts, and resolutions. You may wish to specify key plot points or let the GAI generate them based on the initial prompt.
4. **Dialogue Style and Tone**: Specify the style and tone of the dialogue you want in the play. Is it a comedy, drama, tragedy, or something else? Should the dialogue be formal, casual, poetic, or realistic? Clear instructions on the desired tone will help shape the GAIs' responses.
5. **Stage Directions**: Include stage directions to guide the actors and directors on how to perform certain actions or movements. This may involve describing the characters' physical gestures, movements, and interactions with props or the environment.
6. **Dialogue Tags and Cues**: Use dialogue tags (e.g., "Character A: [speaking]...") and cues to indicate which character is speaking and how they should deliver their lines. This helps a GAI to distinguish between different characters and their lines.
7. **Feedback and Iteration**: After receiving the initial draft of the play from the GAI, you may need to provide feedback and iterate on the content to refine the script. This process can involve making adjustments to the dialogue, plot, or character development.
8. **Character Development**: If you want the GAI to create well-rounded characters with depth and complexity, consider providing additional information about their backstories, motivations, and character arcs.
9. **Cultural and Contextual References**: Specify any cultural or contextual references that are important to the play, as these can influence the dialogue, themes, and overall narrative.

10. **Audience and Purpose**: Consider the target audience for the play and its intended purpose (e.g., entertainment, education, social commentary). This information can help tailor the GAIs outputs.

Referencing

As a requirement for your EPQ assignment, you must create a bibliography of the research and academic sources of information you read, that support any written or performed output. As covered earlier, due to the advancing nature of GAI, you are also required to create evidence of AI use with the following details:
- retain a copy of the question(s) and computer generated content
- record a noneditable format (screenshot) of the question and output
- write a brief explanation of how the GAI has been used

Here is a suitable reference for the TheaiTRE website:

Web Link (URL):

Title: Schmidtova, Z. (2022). The Structure of Academic Papers: A Computational Analysis.

URL: https://ufal.mff.cuni.cz/books/2022-schmidtova

Date of access: 18th October 2023

Here is a suitable reference for the TheaiTRE paper:

Author: Schmidtova, Z.

Year: 2022

Title: The Structure of Academic Papers: A Computational Analysis

URL: http://ufal.mff.cuni.cz/books/preview/2022-schmidtova_full.pdf

Date of access: 18th October 2023

JCQ Guidance on Coursework Assessment

Please review the rules and guidance relating to the use of AI within coursework and assessments here:
AI Use in Assessments: Protecting the Integrity of Qualifications
Information for candidates Coursework assessments