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| WUC MONO | BA Contemporary Art & Design  Tutorial  ASSESSMENT FEEDBACK SHEET |

What is a tutorial?

Tutorials are one to one or small group meetings to discuss your work and progress, requiring you to prepare and contribute as well as receive feedback. Individual (one to one) tutorials are also a chance for you to discuss non-academic concerns you may have which may be impacting on your work.

Some tutorials may be focused on a specific matter such as preparing for a study choice or discussing your feedback following assessment. Your tutor will listen and respond to your needs and questions in a tutorial but will also alert you to any issues regarding your progress, and provide constructive advice.

What should I do before, during and after a tutorial?

To prepare for an individual tutorial you need to complete the Student Feedforward section of this form in advance. Your tutor will use your feedforward as a basis for discussion about your work, progress, direction or other matters you want to raise. You may also be asked to prepare or bring something to a group tutorial. The tutorial is a dialogue: whether you are in a one to one or a group, it is important both to listen and to contribute, being respectful of others’ views. You should make notes (or record your tutorial, subject to permissions) to help you reflect on the discussion and your learning. If there is anything you have not understood, contact your tutor.

Is there any documentation of a tutorial?

You are normally responsible for keeping a record of what was discussed at your tutorials. You are expected to copy your notes onto this form (see Student Reflection section), and send to your tutor as hard copy or electronically. Your tutor will work through your feedforward queries and give feedback on your assignment presentation in section 2 of this form.

Section 1: To be completed by the student. *This sheet must be submitted with the assessment*

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| Student name: | Joanna Hartle | | |
| Academic year: | 3 | | |
| Level / year: | 3 | | |
| Module title: | Communicating ideas in art and Environment | | |
| Module code: | H0160773 | | |
| Assignment title: | Project proposal, portfolio, and report | | |
| Presentation type: | Formative | | |
| Due date: | 15th November | | |
| Learner Services specified support plan number (if applicable – for students who have been diagnosed with a specific learning difficulty) | | |  |
| Student signature(s): *Please type your name if you will be submitting this form electronically* | | I understand that plagiarism, including unreferenced copying from the internet, other students' work or any other unreferenced source, including my own work that has been submitted for another assignment, will lead to disciplinary action. I confirm that this assessment is all my own work/the work of the group named above except where the work of others has been specifically acknowledged via citation and a full reference list. I agree to my work being submitted to Turnitin. | |
| Student Feedforward:  Please list here any targets e.g. researching other artists, from previous assignments that are appropriate to this assignment, and indicate to the marker of this new assignment how you have addressed them. | | | |
| |  |  | | --- | --- | | Target(s) from previous assignment | Notes on how this has been addressed in this assignment | | Blogs:   * The intention is that these are reflective journals for you to lay out your thoughts, * sketches, * plans, * reading matter, * exhibitions, * new work, * ideas, * inspiration, * problems – * whatever it is you are focusing on in relation to your work, no matter how oblique. * In addition to reference material,   do ensure you include your own work - drawings, sculpture, videos, et cetera.  You should be making lots of experiments, trying out ideas. | I have been settting the drafts up to complete daily, this has been successful to a degree but some still have to be posted . The more tech tests.  Target one is to set an allocated day to record the processes of the day or the aspirations of the day.  Record shorter pieces if video so they don’t rely on the upload to a secondary source.  Caption all photos.  Remember to tag the specific subject in order to make it accessible later on in the year.  Show all thoughts and experiments – This has got better, the process of slowing my brain so I can capture the thoughts as they occur ( or at least in the same session) | | Explore the following artsists discussed int tutorial  [26/10 11:18] Murray, Liz  KATRINA PALMER  Erica Scourtie  Fionna Banner | Visited Katrina Palmer Hello/ Retreat – Included in blog.  Erica Scourtie, Fionna Banner work downloaded fro reading |   Feedback focus:  If you would like the marker to provide specific feedback on a particular aspect of this assignment e.g. critical use of the literature, ability to reflect on and evaluate your practice to realise a body of work, etc., please identify this focus below. | | | |
| |  | | --- | | I would like some feedback on developing the piece today so that the context of the piece sees the video as the eyes of my mind – the physical. The words being my mind, the music being time.  The link to artist experience in greif as an inquiry.  What do you feel could be developed in order to bring the narrative across, aside from remix of levels and change of instrument on the underlay track?  In staging this piece, the original intention would be to have had individual viewers directly in front of the images. The sound has been panned and this cannot be controlled as well using speakers. What else could you give me feedback or pointers in staging.  Thanks | | | | |
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STUDENT NAME Joanna Hartle

*Section 2: Feedback received from Staff (Student to complete fields below, Staff will go through this with student at tutorial)*

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| Assessment Weighting: | 100 % (formative) |
| Percentage Mark: | 67 % |

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| Marker's feedback on this piece of work: *strengths, weaknesses; specific comments on the feedback focus (if identified).*  Hello Jo,  As this was a ‘silent show’ presentation my feedback is based just on the work that was on show, so there is none of the usual breakdown into categories, as per the assessment criteria. The mark does consider your Blog posts.  Feedback in the room was recorded and generally positive. Loudness of the sound track seemed distracting for some, there were questions around the positioning of the screen display, and whether seating would have helped. I questioned the tropes of sky, birds, horizon as standing in for ‘heaven’, ‘freedom’, ‘limits’ which along with the soundtrack (music and narration) took the video into predictable territory. By that I mean there were no surprises or ruptures in the audience understanding that this was a very personal film about bereavement. Some of the narration was lost to me through the volume of the music so apologies if I have misinterpreted this aspect.  The moving image was heavily filtered and overlaid to build lyricism. Is that what you wanted?  You had prepared well for the presentation and carefully set up everything in advance.  The viewing room was quite claustrophobic which may have been intentional? – if not, think about where to show it in future. There was light bleed from the corridor – mask out glazed panels.  Your blog is quite process driven, showing how you have been addressing the technical aspects of your project. I would like to hear more of your responses to the reading matter you were set (theory texts) and to the artists you are being introduced to. It would also be good to see more of your drawings and sketches – not only spider diagrams – as these are another language for thinking through your ideas, motivations, and questions. |
| Marker's feedforward: *suggestions for academic development to support future assignments and how effectively previously identified targets have been addressed in this assignment.*  In response to your specific feedback / feedforward requests:  I would like some feedback on developing the piece today so that the context of the piece sees the video as the eyes of my mind – the physical. The words being my mind, the music being time.  Be wary of overusing metaphor (like heart strings) which can become cliched. An audience wants to see something new, or at very least something familiar that is presented in a new way. All words are a result of thought, but they do not emerge in the same way as say, stream of consciousness – they are often edited. Personally, I think music is something cyclical and can be returned to again and again (like a remembered sensation) whereas film and video is all about time and direction.  The link to artist experience in greif as an inquiry.  Read Roland Barthes *Mourning Diary* and then *Camera Lucida.* The latter is about photography though it is relevant to your project especially in relation to death.  What do you feel could be developed in order to bring the narrative across, aside from remix of levels and change of instrument on the underlay track?  Try losing the music altogether and see how that works with privileging the voiceover. Think about pace and space within the words. Some pauses might be useful so that the audience has more time to look carefully at the images. If the locations are important can we see these without overlay? Just try this out – experiment rather than thinking too far ahead about how you want the overall product to look. Let the images and words take you into unexpected directions.  In staging this piece, the original intention would be to have had individual viewers directly in front of the images. The sound has been panned and this cannot be controlled as well using speakers. What else could you give me feedback or pointers in staging.  By placing the display directly in front of the audience you are saying something; “watch this”. If the work (sound and image) were separate or dislocated or broken up (multiple screens, speakers away from the screen, etc), it may give an audience more room (headroom and physical) to understand the fracturing and disorienting sense of bereavement. As the work is currently in one place (on a single monitor) it resembles the delivery of television which gives a viewer news, entertainment, drama. My feeling is you want to convey something of the bewilderment that occurs when one loses someone dear – the horizon tilts and nothing feels normal.  Artists to research:  Charlotte Prodger https://lux.org.uk/artist/charlotte-prodger  BRIDGIT (2018)  Lindsey Seers https://lindsayseers.info/  Ben Rivers <http://www.benrivers.com/>  Tacita Dean <https://www.tate.org.uk/art/artists/tacita-dean-2675>  Experiment as much as possible and keep up your with your blog.  Great work, Jo! |
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| Tutor: Liz Murray  Signature: Text, letter  Description automatically generated  Date: 16/11/21 |