



Open
College
of the Arts

Formative feedback

Student name	Sarah- Jane Field	Student number	512666
Course/Unit	Digital Image & Culture	Assignment number	5
Type of tutorial	Written / Audio-Visual		A/V

Overall Comments

Many thanks for the call. It was good to discuss the latest developments in your work and the realisation of the series of three videos. At your suggestion, I also viewed blog posts from Part 6 of the course where you are already developing the final product for the assignment further.

We discussed how you will probably mock up how the work would be displayed if you were able to exhibit. As with all work, presentation is part of the experience (just referencing Bill Viola and the recent work at the Royal Academy).

At this stage of the course and the development of your work, it is about finalising your stop point on the work for the assignment. We both agreed that it could still be a work in progress.

There is much going on with your research and development of ideas that I have not made many further suggestions to prevent your further expanding ideas exponentially!

Feedback on assignment

Demonstration of technical and Visual Skills, Quality of Outcome, Demonstration of Creativity

We discussed the realisation of the work into three videos. The use of the reversing of the audio and how this works.

My comment from the creative working was 'Don't Tell, Show' – which echoed Wendy's comment in your previous course regarding thinking about your work.

This comment has stayed with me the most out of yesterday's chat and I have been really thinking a lot about it since. As we discussed and you have mentioned here, I am still at a stage of work-in-progress with this project. The main issue for me is how much I attempt to cram into one assignment (which is always a hurdle for me). I have identified several film titles along with its content, which function as source material for my re-imagined 'mash-up' as well as the book, and in particular a film called Dialogue with Life. Knowing what needs to be part of this project and what can be left to slip away is proving tricky for me. Do I put the book to one side for now – leave that alone – perhaps the early experimental photographs I took of my hands and the book are as far as I need to go with it. Was its presence in my working journey enough to prompt some of the decisions I made in the film? Do I leave it to come back to later? All questions buzzing round my head at the moment. I also said in an earlier blog I can't work out of the film I've made is a work in itself – and the book and Dialogue for Life screenshots something separate, and that I would be likely to switch between two positions several times before knowing the answer. This continues to be the case. Your comment 'Don't Tell, Show' has shifted me towards thinking the book/text is probably something separate. I intend to go back to the film and make it even more about the early and final frames than it already is - I'm slightly entranced by those dancing figures but they are too literal for the work, so how I deal with that is something for me to consider before submitting. As for the frames – I am very keen to play with ways of showing them alongside the film, (perhaps without the text I have identified as so relevant to now – and which operates as a metaphor). Then I think, drop the text, but the one thing I'm aware of is how I keep returning to text across my work, how text and images interact with each other. When I showed *i will have call you (sic)* I printed my written work on newsprint, just like I did with the images, to show beside the video. When I saw it all up on the wall, I was so struck by how text was in the place where one might expect images to be in an exhibition. I think that was an important discovery for me. However, in the film I have made for DI&C, I have focused on the early and final frames from films; with numbers and other odd signs, some of which are unintentional. The film therefore references mathematical equations, which underpin our reality (as we understand life nowadays) and how reality can be codified in that way – just as any simulation is. And so perhaps that's enough with regards to sign systems and seeing/looking, extensions of human consciousness, for this particular project.

We discussed the David Lynch link and I have linked to the video I watched in the Suggested Reading section. **Thank you**

We also discussed how death is having more currency and how this could be culturally influenced or significant. The growth of Death Cafes is an example of this. **My work is very much about the death and birth of systems, regardless of what system we may be referring to (linguistic, biological, social, political, metaphysical or physical). It should ask people to consider how all systems are born and all systems come to an end, how there is a transitional stage between endings and beginnings, and how we might value those stages. And about how the creation of systems is painful and awkward and violent as deviations must occur. However, the presence of death in society is 'making a comeback'. And I think that there is something very important about this today. Perhaps something to return to later and make more of? Come to think of it, I have long wanted to create an image of myself**

lying in a morgue! Facing the fact of one's death is such a human thing and there is lots to say about this.

Towards the end of your conversation we discussed the echoing of computers on our own brains and I felt that here could be where the work is going. The next stage for you is to write a summation of what the work is about. I plan to after a bit more thinking from me, and some time and has elapsed.

Coursework

Demonstration of technical and Visual Skills, Demonstration of Creativity

NA

Research

Context, reflective thinking, critical thinking, analysis

There are many strands to your research and as you approach assignment 6, do think about a consolidation type post where you link and possible draw your thinking and idea development over the course (there will be of course reference to previous courses.)

Learning Log

Context, reflective thinking, critical thinking, analysis

As in previous feedback, this is an area that you have invested time in. We discussed the move of items to the sketchbook blog, which should allow you to have some focus in the late stage of this blog.

The development and logging of the work for assignment 5 is well recorded. There is a clear strand to your ideas and the development of the experimentation of ideas.

Suggested reading/viewing

Context

This is the link to David Lynch film that I watched regarding TM and the connection to science.

<https://www.dazeddigital.com/beauty/soul/article/42996/1/10-wellness-tips-from-david-lynch>

Pointers for the next assignment / assessment

Please inform me of how you would like your feedback for the next assignment: written or video/audio.

Strengths	Areas for development
Work evolving, showing synthesis of ideas	If anything, deciding on a finish point for project

from a wide range of sources.	for assessment.
Strong involvement with other students via groups/online discussion	Keep doing this.

Tutor name	Andrea Norrington
Date	25 th February 2019
Next assignment due	5 th April 2019