

## ASSESSMENT FEEDBACK FORM

Name		Date	13/03/2024
Programme	DACC	Unit	Prof Practice Unit
Tutors			

Assessment Criteria		Grade 1	Grade 2	Grade 3	Grade 4	Grade F
<b>Practical</b>	Ideas and Intentions		x			
	Applied skills – materials and methods		x			
	Innovation and Creativity		x			
<b>Theoretical</b>	Contextual Knowledge			x		
	Conceptual Understanding			x		
	Research and Enquiry			x		
<b>Professional</b>	Communication			x		
	Professional Standards		x			
	Independence and Self Management		x			

### Feedback

Your heading in the artist statement as an artist of place, process and alchemy is an excellent breakdown of what you do in a succinct sentence. Your strengths are in your ability to be experimental, your knowledge of the process, and your conceptual transformation of land to object. While your presentation delivery was comprehensive and engaging there were inconsistencies that obscured your strengths and the clarity of your development. Consider your layout of the presentation without software templates and focus all the aesthetics on your own. This will allow you to situate your work within a Contemporary Arts aesthetic rather than a "business" one.

You can do this by laying out single images for presentation. Images without text overlaid and images that show "artwork" as a whole or detail. Avoid shadow lines over images or white text - make it as clear and readable as possible with as much white space around the images as possible. Think white cube space. There is a tendency for the words of your text to dominate the image eg, drop shadow boxes and irregular sizing. Be consistent with your image size, placement on the page, font, size, & colour. Perhaps look at lecture presentations for visual guidance that regularly use Calibri 12pt. Another area for improvement is documentation. Consider the importance of good lighting, angles, detail shots and overall images to show the artwork. Consider how you can lay out images in a presentation to create a vision of the installation and best communicate your intention.

Your explanations of your processes were clear however there were inconsistencies in how your references are demonstrated in your practice. The painting scraping of Richter connecting to the

scraping in the ceramic works was unclear. An area for improvement is demonstrating your claims through evidence in the work eg Mingwei as a magician and yourself as an alchemist, try to highlight a work that evidences alchemy in the way you believe Mingwei's work evidences magic. Rather than saying it is there, try showing it is there. A possible way of demonstrating this would be to show images of the tests, experiments, and material processes that you discussed as leading to your outcomes. Consider showing details of the alchemical results in your glazes and tests of natural pigments used for your current paintings (that weren't shown).

To demonstrate your contextual awareness try acknowledging the ethical dilemma early in the presentation as a conceptual point you are grappling with in your work. An area to focus on is considering your own unique position as a white female British Buddhist living in a Western society in the 21st Century in relation to the unique and varied indigenous cultures you are researching. Can you consider your position of "looking" at Navejo culture to gain an understanding of "ways of being" compared to creating a sculptural version of a proposed "Navejo" individual? Is it culturally appropriate? How might you refer to "human form" without homogenising cultures sensitive to erasure? You can try writing a line on a page with the culture you are interested in on one end, and you on the other to gauge different "ways of being", which will allow you to value differences. Try recognising the areas of another's "way of being" that you would like to learn from and imagine how you might be "with" these, rather than adopting them as if they are for the taking.

To conclude, this was a thoughtful and engaging presentation, communicating your developing practice to date, with some areas for improvement, as outlined about.

Areas for Improvement
See comments above.

**Grade I Distinction**

**Grade 2 High Pass**

**Grade 3 Pass**

**Grade 4 Referral**

**Grade F Fail**

Component / Unit Grade
2