Formative feedback

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<thead>
<tr>
<th>Student name</th>
<th>Rob Townsend</th>
<th>Student number</th>
<th>511892</th>
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<tbody>
<tr>
<td>Course/Unit</td>
<td>Documentary</td>
<td>Assignment number</td>
<td>5 - Personal project</td>
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<tr>
<td>Type of tutorial</td>
<td>Written / Audio-Visual</td>
<td>A/V hangout</td>
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Overall Comments
A strong idea and a unique and inspired presentation makes this assignment stand out. There are a few areas that were discussed that could lead to a slight strengthening of the content, particularly subject choices and cropping. As there are plenty of images to choose from this shouldn’t pose any problems for a simple re-edit. The project was worthy of a larger-scale choice for level three; as such it has taken a lot longer than Rob’s usual turnaround. The experiences gained during this process will serve him well at the next level.

Feedback on assignment
The work is topical, contentious, provocative and engaging. Being ‘brave’ enough to try something more experimental is to be applauded, as not all students do this.

Presentation format (circles / pie chart segments) is sufficiently visually engaging and attracts the viewer’s attention. Need to make sure however that the content within the images is also strong, and the work doesn’t just rely on the visual concept. Some images are not as strong as others as discussed below:

Use of appropriated imagery:
- *Burnley 2* and *Pickering 3* both have crops of existing images (poster, sign) and so resemble appropriated graphic design more than taken photographs
- ACTION: re-edit / source alternative vantage points from outtakes for *Burnley 2* and *Pickering 3* to make it more obvious that they are photographs of existing artefacts (e.g. include frame, lettering etc)

Potential ambiguity in subject matter leading to weaker juxtapositions:
- *Middlesbrough 3* has as its ‘affluent’ image a piece of public art (denoting culture, investment) but the subject is a steelworker, so alluding to the loss of industry – making it as appropriate for the ‘deprived’ connotation as for the ‘affluent’
- ACTION: replace sculpture image
General comment: don’t need to be so ‘neat’ about making subjects fit into the obscure shapes as they are deliberately fragments of the scenes and so content overlapping the edge of the shape helps to demonstrate the fragmentary nature
  • ACTION: address in rework

Currently the sequence is mixed across the five towns arbitrarily, would be more effective with some logic behind it. Suggestion to try in rework: sequence images in chronological by residence as this represents a personal journey.

Supporting text: some concern that the overall message (subverting stereotyping) is potentially open to misinterpretation and a subtle change to the title may help provoke the viewer into more thought on the content.
  • Suggestion: highlight the ambiguity by turning the title into a question: “Two Kinds of People?”

Assignment submission is currently very light on references – in rework itemise more of the supporting research even if not directly quoted in the submitted piece.

Coursework
The coursework looks good and is up to date. The choices made appear to feed into your overall thinking on whichever project/assignment you’re working on: as if the whole section is steered towards researching and gaining the experience required for the next assignment.

Research
Research is wide-ranging and critically aware. Some recent references are missing: an update would illustrate the depth of your contextualisation

Learning Log
The learning log appears almost up to date. The reflections are mature, objective and reasonably concise.

Suggested reading/viewing
I’d suggest that you look at some photographers who blend in with their environment whilst depicting the working class in very different ways: e.g. Sirkka-Liisa Konttinen (Byker estate, Newcastle), the ‘mass observation project’ images www.massobs.org.uk/, Paul Reas (see ‘Flogging a dead horse’ and ‘Can I help?’), Shirley Baker’s images of Manchester and Salford from 1960s & 1970s and Richard Billingham’s project ‘Ray’s a laugh’.

Also take a look at the creative use of light and shade in the work of Brian Griffin, Trent Parke and Fernand Fonssagrives.

Pointers for the next assignment / assessment
Contact me when you’re getting close to submission and I’ll have a look at any assignments that you’ve redone. Then we can have a chat about assessment preparation.

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<tr>
<th>Tutor name</th>
<th>Derek Trillo</th>
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<tr>
<td>Date</td>
<td>28/06/17</td>
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<td>Next assignment due</td>
<td>26/07/17</td>
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