

Student Self-Evaluation

Module	Exhibition 2.0
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This document helps facilitate the assessment of the module listed above.

Please evaluate your project or projects under each heading using the guidelines provided. Add visuals as necessary to support your evaluation. Consider each section in relation to your exhibition outcome, and your process and engagement with the timetabled sessions.

You will be assessed on your exhibition outcome with additional consideration made of observed module engagement and your evaluation.

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Part One: **Knowledge and Understanding Skills** (30%)

Applied Skills, research and experimentation

In this section, students should discuss and evaluate the application of existing and newly acquired skills, and knowledge to their outcomes.

Demonstrate research into exhibition strategies with analysis of exhibitions visited. Discuss your process regarding exhibition options – framing, mounting, installation, performative etc. – as appropriate, commenting on any experiments undertaken.

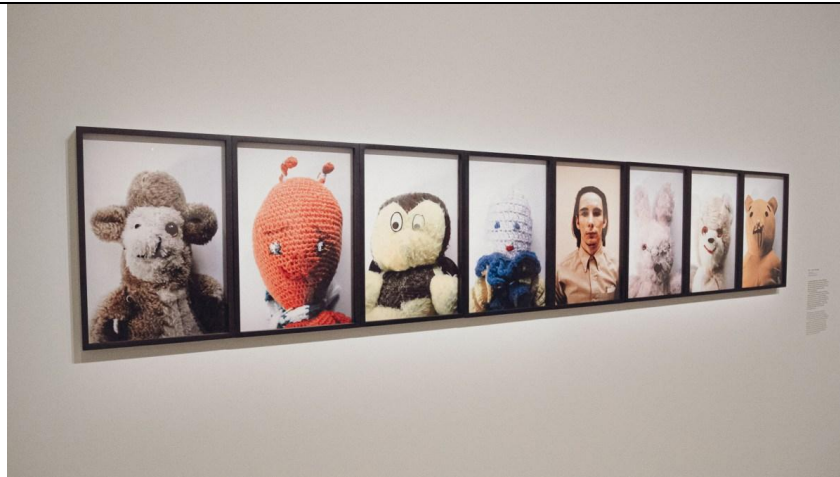
Use visuals as necessary.

Approx. 350-450 words.

Response:

Looking into other exhibitions and how they were presented was a big help when figuring out the best way to display my work. Different hanging techniques, framing of works and layout on the wall are all things that I looked at when researching for my exhibition.

Example 1. Mike Kelley. Ghost and Spirit. Tate Modern. 2025



In 2025 I took a trip to the Tate modern with my girlfriend to look at different exhibitions. We luckily came across this multi-media exhibition by Mike Kelley where he used many different methods to display his work. The way that he has displayed the photographs of him and the stuffed animals was very pleasing to me, a simple way to show a series of images or a moving story through display techniques. And I feel that the framing here works very well for him, creating a feeling of formality in these childish portraits. The other works in this exhibition consist of stuffed animals, large mural pieces, sketches, videos, sculpture and other things, all displayed either on their own or in series, but nothing framed in the same way. Everything placed differently.

Example 2. Lee Miller. Lee Miller Archives. Tate Modern. 2025



I have not personally been to witness this exhibition, but I can still appreciate the way that the curator has chosen to present this photographers work. Because Lee Miller is not an art photographer and is instead a documentary photographer the photos are not framed or placed in any particular way to make them mean anything different. They are placed in a more interesting 'zigzag' pattern, but this is not meant to inform the viewer of what is meant in the photograph, it is purely for aesthetic, the same goes for the soft blue wall. It just creates a satisfying base for these photographs to be placed onto. They are framed in a way so that the photographs can be understood clearly and not interpreted as art photographs.

Part Two: Cognitive and Intellectual Skills (20 %)

Evaluating the specific needs of exhibition display

Consider the module in relation to other practical outcomes. How have you considered your work specifically in this context, rather than in publication form, or as a portfolio of work. Considerations could include discussion of practicality in relation to the exhibition space, edit, scale, sequence, distillation from a larger body of work etc.

Use visuals as necessary.

Approx. 250-350 words

Response:

When looking at this body of work in an exhibition form, I had to make sure that I had the space and hung it in a way that allowed me to put the written context. Whereas in the book I would have maybe written it in next to the photographs or at the beginning of the book, I did not have this choice for the exhibition. So, I decided that I would make information cards which would sit on a plinth beneath the photographs, the photographs which were nailed to the converging walls above the plinth. The scale is an obvious thing to take into account, the book was not going to be the same size as my exhibition, but to make sure that I could size my photographs as I pleased I made sure to take my photographs on a medium format camera, giving me the resolution to size my photographs however I wanted. The edit was an obstacle that I had assumed before I started the exhibition and book, I knew I wouldn't have enough photographs for a book, but I would have enough for an exhibition. Then I had to figure out just how little photos I could do with without losing anything from the exhibition, I ended up with 6 good photographs and only using two of them. This body of work was much better suited as an exhibition than a book at this scale.

Part Three: Practical Skills (30%)

Practical Work Submission - Exhibition

Apply both existing and newly acquired skills to the process of conceiving and mounting a group exhibition. Engage with any workshops or technical assistance to develop these skills.

Discuss processes involved in conceiving the work for submission and evaluate choices, for example, the use of inhouse or external fabrication and problem solving during both the run-up to, and final installation.

Consider and comment on the relationship between initial and developing concept *and* exhibited work.

Use visuals as necessary, including process and final installation images.

Approx. 350-500 words.

Response:



Very early on in this project I was struggling to think of how many photographs I would be using, the material I would use to hang them, if they would be framed or not, pretty much the whole idea for my exhibition is what I was struggling with. But I slowly started to figure out where I was going. At the beginning I was going down the route of framing and hanging around 50 photographs which was not only impossible because the money it would cost to buy 50 frames and the space, but it also didn't work for the context. This is when I really started to figure out how much context played into how you exhibit pieces of works. After many moons of working on how to display my work I found that using thick glossy paper at a high gsm and nailing it to the wall would work best for me, whilst it can be seen as brutalist, there are ways to make it look nice and not too informative to the work. I would then instead of placing the written piece along side my work that I would put them onto cards beneath the work on a plinth, allowing the people looking at my work to pick one up and read it whilst looking at my work, or they could go away with it and come back to look at the work, giving them a different look at the work.

All of the material I used for this piece was from given to me by the university, I also used the facilities for printing and cutting too, this made it a lot easier to move my work around when it was time to exhibit. I am lucky to have had these facilities at hand as it helped me to keep time and also rush at the end without having to worry too much about getting my work in on time, because it was all already there. As for making sure that I had space for my work, I was able to size my work digitally to the space that I was delegated by the curatorial staff and make sure that everything fit before printing. And then I was able to go down, check measurements and cut to the space, I was even able to measure out space for the plinth so that it would not get in the way of anyone else's works.

Part Four: Transferrable Skills for Life and Professional Practice. (20%)

**Engagement with Taught and Studio (non-timetabled) Sessions;
Professional Engagement**

Have you participated in all tutorials and group seminars, and completed all the related tasks? How good has your time management been throughout the module?

Present exhibited work to a professional standard with a view toward professional audiences and potential clients and collaborators.

Consider group engagement and dynamics – your contributions in terms of team engagement (specified roles, help offered during the installation process etc.). What have you learned from the process to feed forward into future exhibition planning?

Approx. 250-350 words.

Response:

As far as tutorials and workshops go, I was sadly unable to attend the majority of them, but I was able to catchup with the technician at later dates and get filled in on relevant skills that I required for the exhibition. I was also lucky that the way that I planned to exhibit my work only needed basic knowledge of cutting, digital resizing, measuring and nailing. All of these things are techniques that I have had for years now but it was helpful to speak to someone who could refresh my mind on these things.

The exhibition was a great success in the end, my work stood out for multiple people for its display and also content. The photographs themselves were displayed to my standard and the standard of my peers and lecturers, I had many a conversation with patrons who wanted to know more about my work outside of the university, people asking if I had social media so that they could keep an eye on my future works, a great turnout for my part in the exhibition.

In my opinion all students who took part in this exhibition worked harmoniously with each-other, giving advice, help where they could, being reliable where needed and putting their thoughts in when there were any votes that needed to happen. An example of this would be when we were figuring out our poster, if someone wasn't happy with part of the poster or wanted the poster revised, they would voice their opinion, we would take a vote to whether or not that change would be made, and then we would go forward. A very understanding and open group. I feel that I played a part in this too, specifically helping others out when they needed it. There was a person in our group who had to place a pane of glass over a box to cover their work,, but was struggling with the weight and size of it, so me and another student took initiative and helped them do it, and cleaned the pane afterwards to make sure we didn't leave any marks on the glass. I also asked around if anyone else needed help and was easy-going if my work had to be moved, which it didn't.

