

Photobook Proforma

Student Name: Teleri Cook

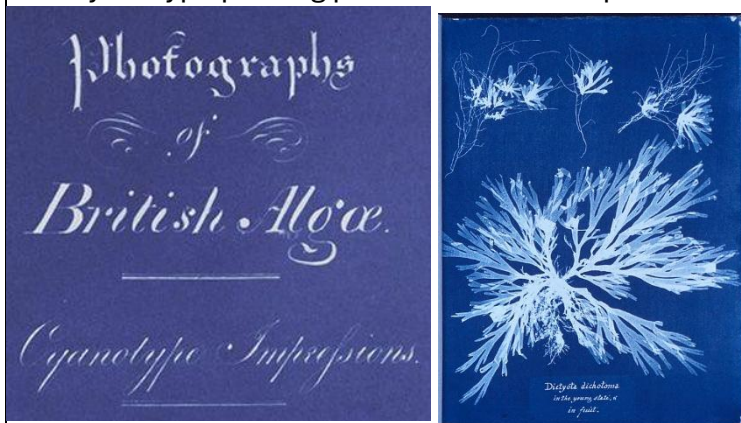
Knowledge and Understanding Skills: 20%

Guidance specific to task (from the brief):

Your evaluation should show clear understanding of the history, function, practical development and production of the photobook through a range of critically understood examples. The analysis of these will highlight the functions and strategies employed by the photographer and your interpretation of their communication of meaning through the publication.

Using examples (3 max), explore your understanding of the history, function and practical development of the photobook. Your analysis should highlight the strategies used by the artist/photographer to communicate their message. Include visuals (500 – 1000 words)

A photobook is a book that contains images, typically by a photographer, that have been printed and bound to display the images. Photobooks can be used as a way to keep memories like weddings, trips or birthdays, but in photography, photobooks are used by photographers as a means to display a set of images, a project and/ or a narrative. By choosing different layouts, designs, covers and even the style of binding, a photographer can display their works uniquely and individually. One of the first photobooks was *Photographs of British Algae: Cyanotype Impressions* (1843–1853), by Anna Atkins, created to aid scientists in identifying marine specimens. Atkins used the cyanotype printing process to make impressions of samples.



Throughout the 20th century, Japan's use of the photobook was to capture the era as well as important historical moments along with the country's cultural development. The photobook became a popular art form in Japan during the 1960s and 70s, combining design, printing and materials. Paris photobooks also captured the era as well as the city. During the 20th century, photobooks were often used as a form of

artist expression and documentary purposes, photobooks in the case of expression was a way to display cohesive bodies of work in a more accessible manner while photobooks were used for documentary purposes because photography had/ has a powerful impact on public opinion and with the accessibility of photobooks, documentary artists often used photobooks.



The cover of this photobook is a lot more traditional cover for a photobook, the cover is a black and white image of a forest and a lake/ pond, and the cover has a sparkle to it as if it's glittery but the texture is soft so there isn't any real glitter on the cover. The book is a hardback which means it is much sturdier. The layout of the images varies throughout the book, a few images are spread across 2 pages, filling them to erase any white from the page, while other images are cropped to take up a small fraction of the page, the rest being filled with the white from the paper. Throughout the book, there are pages with only text, some have a sentence or two, some have one or two paragraphs and others are full of text. Each page of text appears to be its own poem, therefore filling this book with different poems. Through the 82 images and accompanying text, Jagodzińska takes the viewers on a journey through her childhood memories in Poland and Germany as well as a journey through her life. She invites us to reflect on concepts of "true self" as she creates a narrative that moves from the city to the sea, passing through the forest. Both the imagery and text intertwine, upgrading her story and adding more depth to her exploration.

Cognitive and Intellectual Skills: 30%

Guidance specific to task (from the brief):

Your research report should critically analyse the theories and concepts explored in your photobook, as well as the techniques it employs. Focus on developing a reasoned and informed debate rather than simply describing the work. Your analysis should lead to clear, valid conclusions, considering the form of the book, the reading experience it creates.

Avoiding description, critically analyse the theme/ context you explore within your photobook. Your critical analysis should demonstrate your cognitive and intellectual skills in how you have understood the subject and made work as a response to it. Consider how the form of your book communicates meaning in relation to the subject of exploration. (500 -1000 words)

When broken down, this photobook was created with the intention of exploring themes of identity, visibility and representation within a system that has long excluded or marginalised queer individuals and women and within a space that has historically been dominated by white male narratives. This project was an attempt to challenge and disrupt traditional stereotypes and traditional power structures by removing the white man from the process, both in front and behind the lens. This body of work consciously removed the presence and influence of the white male gaze from the creative process as well as the final representation. This creates more room for honest and nuanced expression of self, challenging narratives and offering a platform to minorities to define themselves. This project was a way to create more inclusive, authentic and empowering representation where marginalised voices could/ can reclaim stereotypes created by white men. My photobook displays the ways that media is evolving but also calls attention to the change that is still needed. At its core, this photobook is a call to action as well as a space to represent those who are often underrepresented. With the use of different compositional elements within my images as well as the form, design and binding, I was able to convey this theme and narrative throughout my photobook. Throughout my images, I used a lot of negative space surrounding and enveloping the subjects to convey the feeling of freedom to express oneself through a platform created separate from the white male gaze, a freedom from the constraints of what white male media has created, stereotypes and a lack of accurate representation. I also incorporated a lot of colours through my images through lighting to represent the colours that exist outside of white, the use of colour is a metaphor for people that exist outside of white men and while this project focused on queer individuals and women, this metaphor discusses more identities and ethnicity. The lights work as a celebration of all the identities and ethnicity outside of white men. The use of DVDs, records and cassettes throughout the images narrows down the meaning and theme of the project and creates a more media focused project. With the use of each of the elements, I was able to not only portray these individuals in an accurate manner and create a platform for these individuals to express themselves but also able to convey the theme of critiquing media and the involvement of white men and the white male gaze. The photobook is designed to replicate a scrapbook with the use of textured paper, exposed binding, loose images stuck in and pen marking/ writing. The scrapbook form conveys a deep personal and intentional act of reclamation, by using the visuals of scrapbooking, which is often associated with personal memories and domesticity, it challenges traditional male-dominated narratives of photography and media. By not using a traditional book format, it allows me to ensure that no white men are a part of the photobook creation, and this is communicated through a clearly home and handmade scrapbook.

Practical Skills: 40%

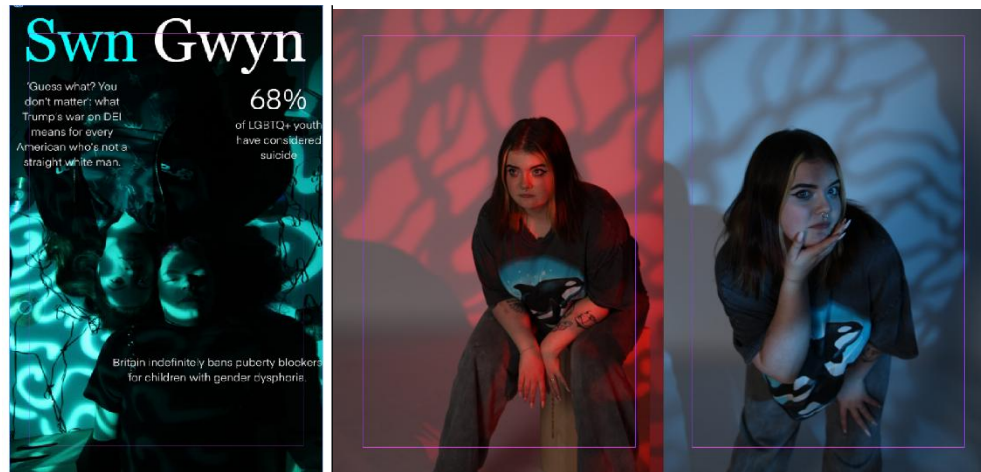
Guidance specific to task (from the brief):

Present your book professionally, carefully considering how you deploy methods, technical processes. Your methods should synthesize the form of your book and the context/meaning of your subject. Your book should demonstrate proficiency, selection in editing and flair. The decisions you make should be as product of significant research into book production and design. Within your evaluation, ensure to provide examples of book dummies to show the developments in your practical processes. These decisions should be as product of significant book design planning including alternative idea generation.

Evaluate the methods and technical processes you have employed in the making of this body of practice. Explain your process for making your book, consider how editing/ design/ typography and format speak to the subject matter you have explored. Provide examples of the book dummies you have created over the past semester to show developments in your practical processes. (800 – 1500 words)

To create this photobook, I made a plethora of choices that ensured the design, layout and materials used conveyed the theme and narrative of the book as well as working well alongside the images taken and used for this photobook. To create the layout, I used an Adobe application called InDesign to arrange the images across a double page spread, this application also allowed me to easily print in a booklet format without having to manually rearrange the pages to ensure they printed in order, the application jumbles the pages automatically when getting sent to a printer. Since I wanted this book to look like a scrapbook, I used InDesign to import images and overlap them as I went. Throughout the term, I made different book dummies to test different layouts. I first tested a scrapbook layout, overlapping images, then I tested a magazine layout but with my lack of research, it failed, so I returned to the scrapbook layout and improved it based on feedback from both Joe and Ryan.





I referred to a photobook that I have used for inspiration throughout this module multiple times when creating the layout since it followed a similar layout style that I was trying to create. This was a photobook that was included in a K-pop album titled *Rockstar* by Stray Kids.

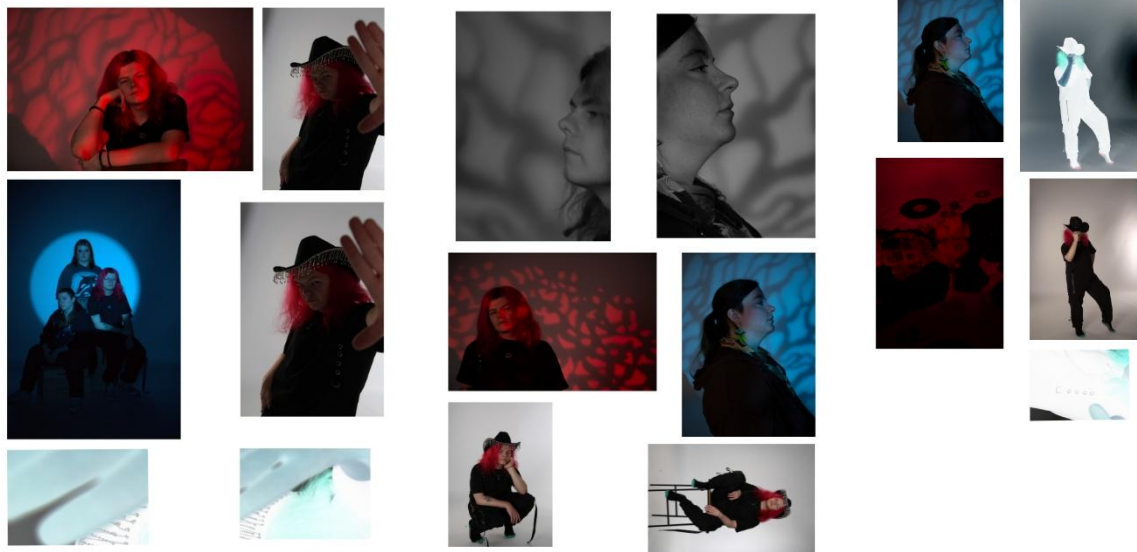


I used feedback from my final tutorial with Joe mixed with inspiration from the photobook to decide how I would overlap images, some pages were full of images while others made use of a lot of space with one image on a double page spread. I also sized images and imported them onto a photoshop page to print separately and stick into the photobook using washi tape and once the book was printed, I used sharpies to doodle and write inside of the photobook, on top of images. The use of overlapping, mixed with washi tape, loose images, doodles and negative space aided me in replicating the look of a scrapbook. When creating the physical photobook, printing, material choices and binding, I needed to ensure that I continued replicating the look of the photobook as well as being replicating the feel of a photobook, using regular paper and exposed binding etc. While printing the photobook using the paper I originally wanted to use, the colours within the images didn't come out properly which made some images hard to see so I decided to use regular paper from the university printer which allowed the colour in the images to be more visible while keeping the feeling and look of a scrapbook using paper that is easily accessible. I also decided to use glossy paper for the loose pages after my tutorial with Joe because it would add more texture to the photobook and more depth because the images being printed onto the matte paper would be flattened, losing the contrast of the colour so printing the loose images on glossy paper would return some of the contrast, adding depth back into the photobook. The use of different paper textures

adds to the scrapbook feel of the book because scrapbooks often use a mixture of materials and textures naturally due to using sets of stickers, images, pages, and books etc. I tested a few different binding techniques while creating my book dummy, I tried more traditional binding techniques first because I was using the magazine style at the time and then I tested a few others including two I hadn't seen before.



I tested a cross-stitch pattern that is used for sewing rather than binding to replicate a more homemade feel/ look and then I tried a technique created by someone online. Originally, I was going to use the cross-stitch binding method to create a more homemade feel but I decided to use the other technique I learnt because it fit the photobook more and the cross-stitch pattern would require bending the pages in half which would create a bulge on the edges and the look of cut paper edges looks cleaner and more like a scrapbook. I used white string to bind the photobook to contrast the black cover and stand out more, making it even more scrapbook like.



I knew from the start that I wanted to create the scrapbook feel both outside and inside the photobook, so I wanted to overlap images and after feedback from Ryan and Joe I decided to print images and physically stick the images into the photobook using washi tape. Washi tape is often used in scrapbooks because it comes off easier than regular tape, breaks easier meaning it is easier to use, and washi tape is typically more colourful and decorative which makes the scrapbook more pretty and aesthetically pleasing. Scrapbooks often overlap images and stickers to fill the pages. I want to replicate these within my photobook so I will use washi tape and printed images to stick in and overlap images. A few of the images are folded or

placed in between the spine of the book which keeps the book open more, this was done to create a more of a scrapbook look to the book.

I wanted to use something to put the book into as a protective case since I wasn't using a hard cover on my book, so I decided to buy a paper sleeve, closed with the use of string. The materials and look of this sleeve continue to give the photobook a scrapbook feeling, without taking away from the book itself.

I also decided to fold open the pages which created crease marks to make the photobook feel used and loved to finalise the feeling of a scrapbook.

Transferable Skills for Life and Professional Practice 10%

Guidance specific to task (from the brief):

Your photobook should meet industry standards in design, development, and production. Plan your workflow according to your chosen publication method to ensure timely completion. Active participation in sessions is essential for sharing your work, engaging in discussions, and demonstrating both employability skills and a strong grasp of the module content. Your evaluation should reflect on your learning throughout the process and highlight the transferable skills you have developed.

Evaluate what you have learnt throughout the process of making your photobook. Pay particular attention to the transferable skills you have developed. (500-1000 words)

Throughout this project, I have learnt a plethora of skills including learning how to plan adequately, how to manage my time and how to create a photobook that fits the theme/ narrative. This project has helped me improve my time management because it was made clear from the first day, that this isn't a project that can be done in a week, we each need to plan properly to ensure that this is finished up to standard. I used a planner through the semester to keep track of how long we had left and ensure that I was booking in studio time to create imagery for the photobook while still making sure I had time to design and create the book. This knowledge can be transferred into other projects and help me stay on track to finish in time, the time management I learnt has already aided me in other modules such as the essay, visual diary and exhibition 2.0. This project also aided me in learning how to plan my projects. Often, I just use whatever I think of at the time but during this, I had to create something every week which helped me plan through what I wanted to create and evaluate each work created to ensure that I had the best outcome possible using the best of each book dummy or image. Through this project, I have also learnt how to use the lighting studio, Ann helped me get started in the studio but through this module I was given the opportunity to experiment in the studio over 5, 5-hour studio sessions, and explore the limits of the studio, finding out what I can actually do within the space which will aid me as I continue to use the space in the future. I have also learnt the importance of a photobook and its place within photography. When beginning this project, I had very little interest in creating a photobook, not understanding its use, but through this module I have understood its use and purpose in photography which will aid me further in the future when creating projects and wanting to create a piece to put the project together. My knowledge of planning and designing from this module will also aid with this. Throughout this project, I had to present my work to individuals as well as groups of people and fellow classmates which helped me overcome my nerves and present my work while discussing its purpose and meaning which can help me in a multitude of ways down the line. Finally, I have learnt how to translate my work from different formats. Different formats of the same piece doesn't mean they need or should be presented the same way, I have learnt this through this module as well as the exhibition 2.0 module, presenting my works in two different ways that both work for this piece and allow the work to speak for itself.