

Place: Week 1

Parallel Worlds: A Dual-Screen Video

ADAA4005 – Developing Specialist Practice and Preparing for Progression

Drawing on the presentation featuring Marc Augé, Mark Power, John Smith, Orbital/Tilda Swinton, Jes Benstock and Luke Losey, Douglas Gordon, Thomson & Craighead, Hito Steyerl and Cebo Matto, **make two videos which explore ideas of 'Place' and 'Non-Place'. Use 'Time' as a way of questioning, altering and experiencing these spaces.**

Begin by choosing a place, journey, boundary or space that interests you. Think about what makes somewhere feel like a **place**, and what might make it feel like a **non-place**: somewhere temporary, transitional, anonymous or passed through rather than inhabited. You might consider **liminal or 'in-between' spaces** such as corridors, thresholds, waiting areas, car parks, underpasses, paths, edges, or places of arrival and departure.

"The non-place [...] never exists in pure form; places reconstitute themselves in it; relations are restored and resumed in it [...] Place and non-place are rather like opposed polarities: the first is never completely erased, the second never totally completed"

- Marc Augé: *Non-Places: Introduction to an Anthropology of Supermodernity* (1992)

Recording Time and Place

Make **two videos, each approximately 1 minute long**, which will eventually be experienced 'alongside' one another.

Think about the relationship between your two videos and the spaces they represent. They might show the same place at different times, a place alongside a non-place, two different spaces simultaneously, different viewpoints, inside and outside, movement and stillness, arrival and departure, or real and altered versions of a place.

Use **time as a way of exploring these spaces**. You might slow down, speed up, freeze, reverse or repeat footage; stretch or distort sound; use loops, glitches or gaps; layer different moments together; or allow sound and image to move out of sync. **Experiment with different methods of recording**. You could move very slowly, repeat a particular movement, leave the camera completely static, attach it to yourself or another object, or devise your own rule for how a place is recorded.

Think about how moving image, sound, time and your own making and editing process can alter our experience of place and non-place.

****Alongside your videos, keep evidence of your ideas, experiments & editing processes****

Artist Research

Find **3 artists/designers/creative practitioners** whose work relates to **place, non-place or time**, including ways in which time, duration or movement affect how a space is experienced. Two should be from the 'Place' presentation (available on Moodle). The third can be found independently, from a reputable source.

Write no more than **200 words on each**, including:
the work title and date, what the work explores, how it was made or presented, and your own thoughts/feelings towards the work.

Place: Week 2

Parallel Worlds: A Dual-Screen Video

ADAA4005 – Developing Specialist Practice and Preparing for Progression

Last week involved making two short videos exploring **place and non-place**, using **time as a way of questioning, altering and experiencing these spaces**. This week you will develop your videos, while beginning to think about how they operate when they are experienced 'alongside' one another.

Make a Dual-Screen Video Work

Continue editing your **two 1-minute videos**, considering how image, sound, time and your editing process might strengthen the relationship between them and the spaces they represent.

Experiment with presenting the two videos simultaneously as a **dual-screen work**. You could combine them into **one split-screen video** or keep them as **two separate videos** displayed on different monitors, projectors, phones, tablets or other screens.

Think about how their presentation alters our experience of place and non-place. Do the videos begin and end together? Do they loop or appear at different points? Are they the same size? Are the screens alongside one another or separated? Does each video have its own sound? Could sound from one screen appear to belong to the other?

Consider moments where the videos might synchronise, interrupt, contradict or respond to one another, as well as what happens in the physical world / visible space between them.

Test and document different arrangements and ways for the work to be experienced.

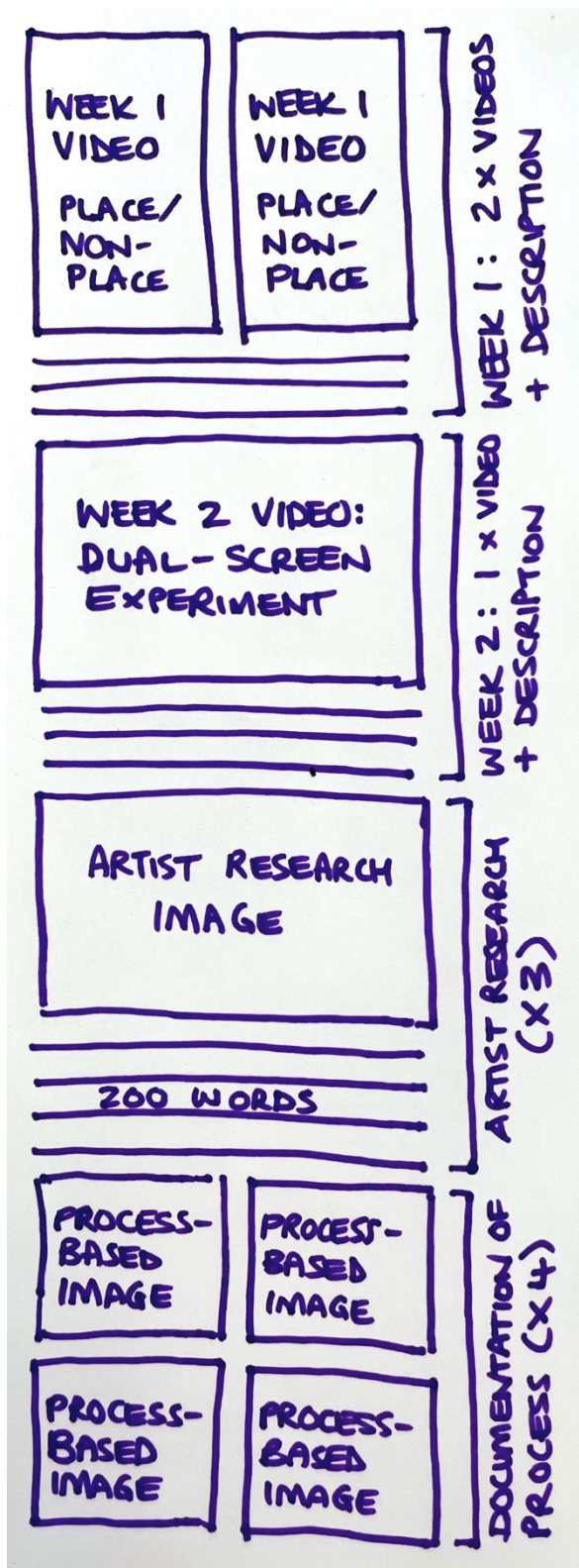
Document Your Dual-Screen Video Work

Experimenting with how your two videos are displayed is part of this Module. Think about how experiencing two moving images simultaneously might alter our understanding of place and non-place... but remain playful! This is not about creating a 'slick' presentation; it is about exploring how meaning and experience might change through different contexts, spaces and methods of display.

Document the experimental installation/display/presentation of your dual-screen work by recording a new video, approximately 1 minute long, **showing the work in the physical world**.

**** Keep evidence of your editing, experiments, tests and different approaches to presenting the two videos ****

Submission Details and Blog Layout



You will need to evidence the following work in your submission:

2 x videos from week 1

2 videos, approx. 1-minute-long each, exploring place/non-place.

1 x dual-screen experiment video from week 2

1 video, approx. 1-minute-long, documenting your two videos presented together in the physical world, as a dual-screen work.

Be experimental!

3 x Artist Research

3 Artists/Designers/Creative Practitioners (200 words on each)

4 x process-based documentation

4 examples (sketches, screenshots etc) showing the development of your work, for example:

- experiments with representing or manipulating time
- editing or digital experiments
- sound experiments
- documentation showing how particular footage was captured
- tests of different dual-screen or installation arrangements

Present the work on your blog following the layout above. Repeat the artist research block three times, one for each of your artists/designers.