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Tasks in the order I received them:

Task 1: Observational Writing = 507 words

Task 2: Manifesto Writing = 522 words

Task 3: Practice-based Writing = 529 words

Task 1: Observational Writing

Semiotics is the science of signs (Berger, 2014) and is used by everyone through visual communication between an image and its reader. In human life, signs serve many functions (Thomas, 2001).

According to Berger (2014), Ferdinand de Saussure (professional linguist and semiotician from the 20th century) 'divided signs into two parts', the signified, and the signifier.

"Anything can be a sign as long as someone interprets it as 'signifying' something" (Chandler, 2007). Any sign, image, or object we see in advertisements can be used and manipulated to signify something else (Berger, 2014), and in this day in age, many companies and organisations effectively use multiple semiotic principles to help encourage their audience to explore an advertisement from a new perspective.

Barthes (1964), stated that advertisement campaigns often use anchorage and iconic signs to communicate with their audiences and Amnesty International is no stranger to the use of these semiotic terms and functions.



Fig 1. He Has His Mother's Eyes (Report Abuse), Amnesty International Campaign, 2015.

In Amnesty International's 2015 'Report Abuse' campaign, the audience is immediately drawn into the iconic signs presented by the text as we see the narrative of a very vulnerable, injured pre-teen with a bruised, bloody eye to signify that he is a victim of abuse. The child is consumed by a predominantly dark background to potentially signify that he hides away from the outside world, Tolar. D. T et al, (2007) says that the features or actions portrayed by iconic symbols can generate mental representations and associations that often match or come very close to the idea the presenter is intending to convey.

The text in this image is the main focal point alongside the boy's upper body as it aims to be the only two elements that aims to attract the audience at first sight. The phrase in white text 'He has his mother's eyes' provides anchorage signifying the boy's abuse. These two elements work very effectively and can be known as 'Anchorage'. *'Anchorage is most frequent function of the linguistic message and is commonly found in press photographs and advertisements'* (Barthes, 1964, p.40-41). This could also be the other function of linguistic messages known as 'Relay', where the text and image work together to convey an intended meaning for the audience to grasp, according to McCabe (2009), however, relay is less common in photographs and advertisements, and instead appears more in media such as comic strips. (Barthes, 1964, p.41).

In the boy's moods and facial expression, he seems serious, dark, but also confident in showing that he is ready to share with the world what he has been battling with.

Psychologist, Paul Ekman argued that facial expression provides information about our emotions and moods (Berger, 2014). This sets the mood and tone of the campaign very well, and not only engages the reader, but gives a sense of reassurance.

Now that we have analysed an image using the semiotics analysis, we can now see how semiotics influences our ways of thinking, and how we can interpret and deconstruct an image.

Bibliography

Figures

Fig 1: 'He Has His Mother's Eyes' (Report Abuse), Amnesty International Campaign, 2015.

https://www.adsoftheworld.com/media/print/amnesty_international_eyes

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Manifesto Piece

1. **The definition of Art is being used too loosely. If we see everything as art, then nothing is.**
2. Being busy does not make you a productive person at all.
3. We should never be afraid of being alone. Independence is one of many keys to survival.
4. Always abide to the low-price guarantee.
5. **The world will forever have a desire for economic inequality.**
6. It has come to the day and age where it is too late for us to stop global warming.
7. Once we die, we reincarnate as our non-physical essence starts a new life in another physical form.
8. **Video games are the future of Education.**

3 Areas of Exploration

Art: The definition of Art is being used too loosely. If we see everything as Art, then nothing is.



Fig 1 'This is only glue and paper. Not art.'

Andy Warhol is very well known for the saying 'Art is what you can get away with', and if modern day has proven anything, it is that anything can be art (Skomer, 2019), but, if we consider everything as art, then nothing is. We are tied in a cycle, a 'cultural rut' according to Skomer (2019), and want everything to have some sort of meaning to us. It has come to a point in time where nothing can be defined as 'good or bad' and what is, and is not, worth anything. Art is subjective, if we feel that something is art, then it could easily be considered as art by one man or another, but if our definition of art is so loose, then it is also meaningless. (Skomer, 2019).

Inequality: The world will forever have a desire for economic inequality.



Fig 2: image of Inequality.

Inequality is the focus on the distribution and attributes, such as income/consumption across the whole population (Haughton, J, p.3, 2009). We live in an age of inequality (Starmans, et. al., p. 1., 2017), an age of people fighting for the abolition of inequality. Economic inequality is one of the many unfair treatments that lower class people face in today's society, and according to Starmans et. al. (2017) many prefer unequal societies. Inequality is growing drastically over the years, and so will the price we pay unless we do something about it (Stiglitz, 2012). Paul Bloom (2015) says '*the study finds that when asked to create a perfect society, respondents choose one in which those in the top fifth have about three times more wealth than those in the bottom fifth.*' In America, the rate of economic inequality has been growing rapidly since the 1970s (Starmans et. al., p.1., 2017), and although many people would support the changes in favour of equal distribution of income

and wealth, a philosopher, Harry Frankfurt, argues that 'economic equality has no intrinsic value' in his book on *Inequality* (Bloom, 2015).

The evolution of Video Games: Video games are the future of Education.



Fig 3: Controller Brains

Video games have matured, and so has our society (Leigh, 2018). Over the course of 30 years, we have seen video games like Pac Man evolve into open world environments (van Rooij, p.8, 2011). According to van Rooij (2011) over 70% of children aged in between the ages 10 and 15 play video games frequently (p.11), video games are a very powerful tool when used for learning under in class sessions and can really be used to educate children on many skills that are needed in day to day life activities. "For many kids, traditional education is neither relevant nor engaging," (Gershenfeld, 2014), however, video games can provide elements of interactivity that may stimulate learning (Griffiths, p. 48, 2002) and help

improve language skills, basic maths skills, reading skills and social skills, which are all very significant skills needed in society.

Bibliography

Figures

Fig 1: <https://medium.com/publishous/if-everything-is-art-nothing-is-art-76fb5f93bcfb>

Fig 2: <https://www.psychologicalscience.org/news/releases/high-wealth-inequality-linked-with-greater-support-for-populist-leaders.html>

Fig 3: <https://medium.com/@jaredwright/video-games-lifestyle-education-for-the-future-5a1af4672e1f>

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Task 3: Reflective Writing.

A reflection based on my practice and experience screen printing.

When taking part in the process of screen printing, I needed to have patience and be very cautious of my surroundings. Screen printing was a longer process than I initially thought and required me to complete many time-consuming stages to start developing the final outcomes, however, all these stages influenced the creation of my final outcomes and helped me accept that some printing techniques may take longer than others.

The process of printmaking was very interesting and helped me learn a lot about different methods of designing, however, the process was very tough (considering it was my first time) and I did have complications that caused my outcome to not go quite as planned. I felt that everything was going smoothly up until the end of the process. I did however eventually find a solution to this after identifying my past mistakes, learning the mistakes I made, and then applying what I learnt back into developing my screen prints. Whilst working on my outcome, I began to realise that when I learnt something, I had a better understanding of the task, and as Kolb (p.7. 2013) states, learning is the process of knowledge.

Individuals learn in different ways. (Dr. Jaleel, p.1, 2019) and after discovering David Kolb's experiential learning cycle from 1984 (McLeod, 2017), I realised that it has a huge impact on the way that I work and learn as, according to Boneva (2012), learning styles also refer to the way in which we process information (p.5). As Jon Rosewell (2005) said, *'There is no one single method of learning; there are many, and what works best depends on the task, the*

context and your personality.' (p. 1.). Teaching cannot be successful without knowledge of learning styles (Dr. Jaleel, p.1, 2019). After doing some research, I was also able to identify my learning style, 'Converging', through Kolb's model and when looking over Rosewell (2005)'s take on learning styles, I started to identify myself as a 'Pragmatist' because of how keen I am to try new things out. According to Rosewell (p. 4. 2005), Pragmatists learn best when they are shown techniques with clear practical advantages and when they can copy and example or emulate a role model.

When struggling to correct my work and produce a copy of the design that I was happy with, I faced a lot of complications and conflicts with my work along the way. However, I felt that making these mistakes, and having such complications with my work caused me to get more out of my experience, and as Kolb (p. 6. 2013) states in his theory in *Experiential Learning: Experience as the Source of Learning and Development* (1984), conflict, differences, and disagreement are what drive the learning process and all learning is simply re-learning.

What I have taken from this experience is that we learn from our mistakes. The screen-printing session helped me improve my outcomes and encouraged me to learn and be open minded. Seeking to be a perfectionist is not my goal, my goal should be to forever seek new ways of learning as an individual.

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