



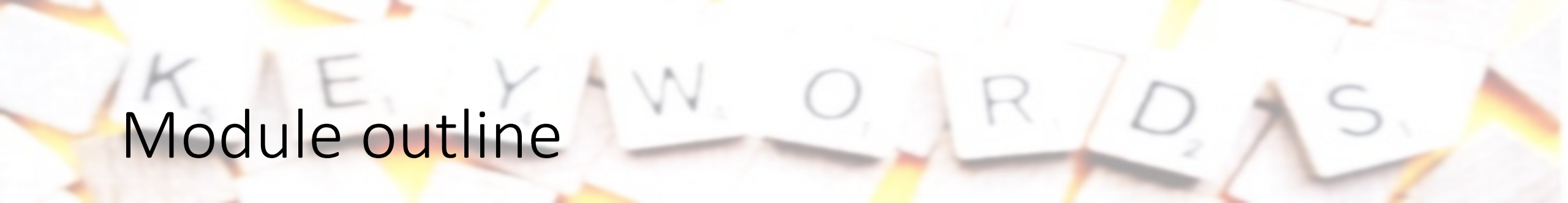
Practices in Context

K₅ E₁ Y₄ W₄ O₁ R₁ D₂ S₁

Contextual Practices

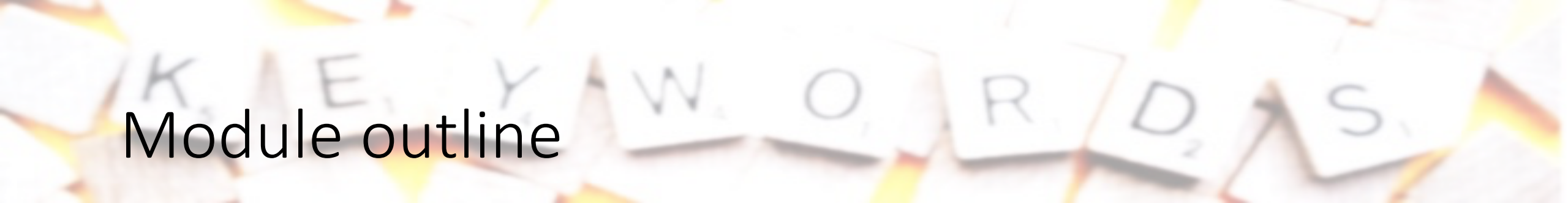
Level 5

Semester 2



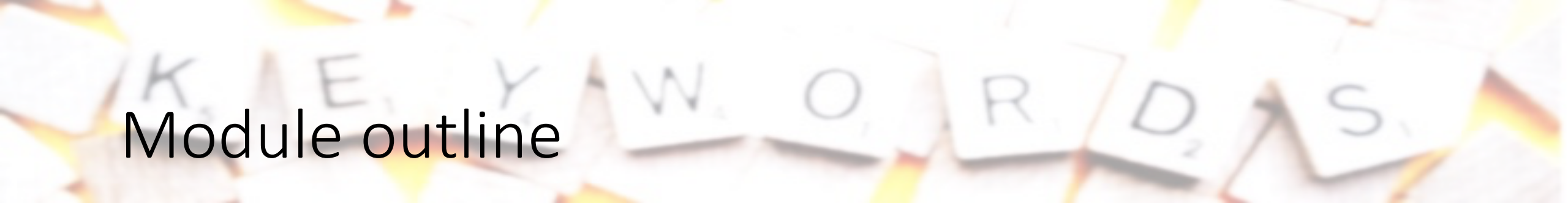
Module outline

Staff Talk ‘Practices in Context’



Module outline

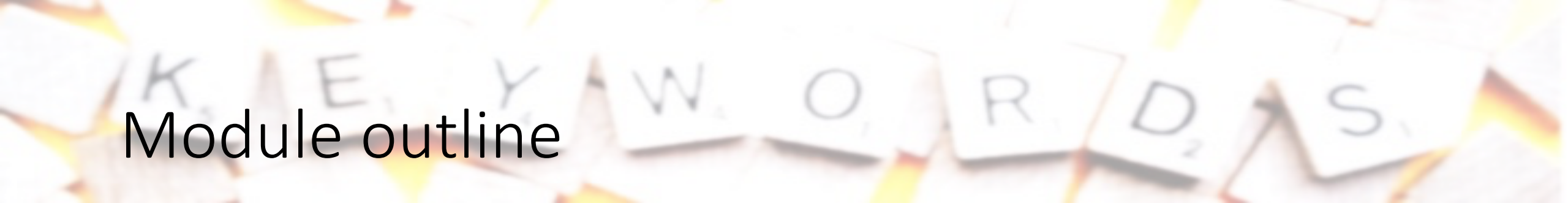
This semester you will receive a carousel of **‘Practice in Context’** talks given by your lecturing staff who are studio practitioners, along with your regular Contextual Practices Lecturers. The purpose of these talks is to model for you how to work with keywords. This is aimed at preparing you for your dissertation research.



Module outline

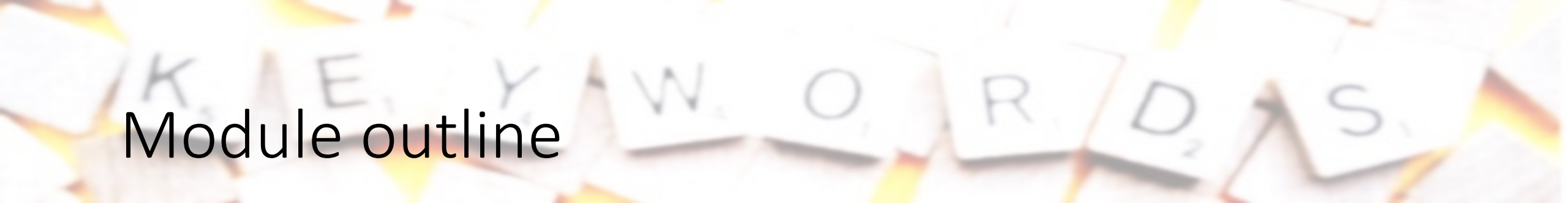
These staff talks will explore the notion of making and doing practice within a social and historical context. The common underlying structure which will link all of these talks will be the following conceptual framework:

- Biographical (background) Context
- Cultural Context
- 3 keywords

A background image showing several wooden blocks with letters on them, arranged to spell out the word 'KEYWORDS'. The blocks are light-colored with dark letters, and they are slightly out of focus, giving a soft, artistic feel to the header.

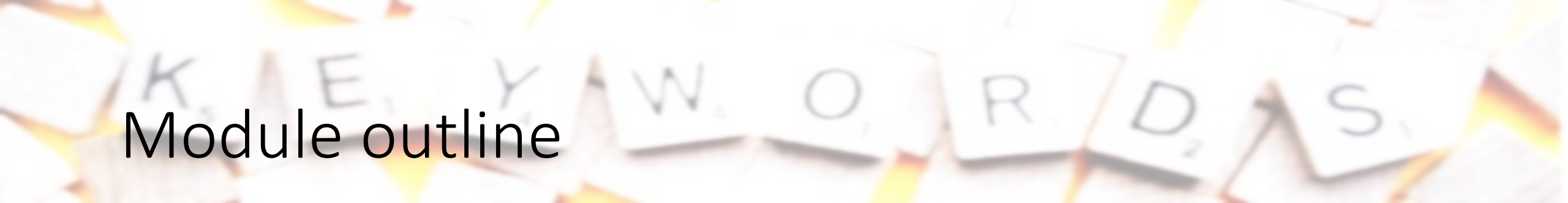
Module outline

These talks will usually begin with a biographical and cultural context, and then show and discuss practices and images in relation to three key words or themes.

A background image showing several wooden blocks with letters on them, arranged to spell out the word 'KEYWORDS'. The blocks are light-colored with dark letters, and they are slightly out of focus, giving a soft, artistic feel to the header.

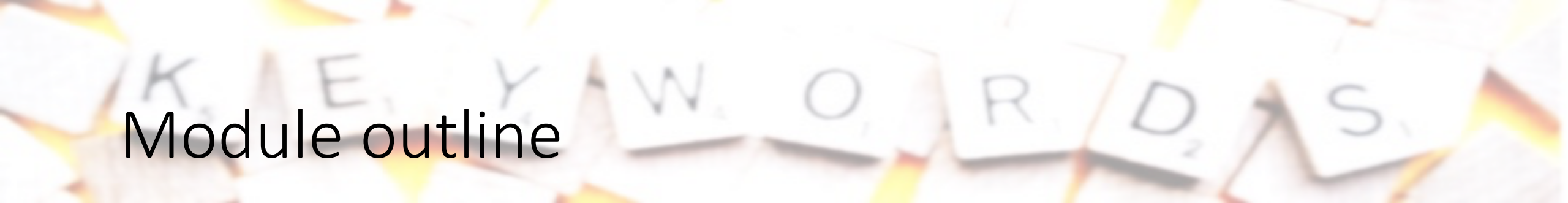
Module outline

keywords will be used as a mode of orientation which address how practitioners **look, think, consider, reshape, redesign and understand the cultural practices that surround them.**



Module outline

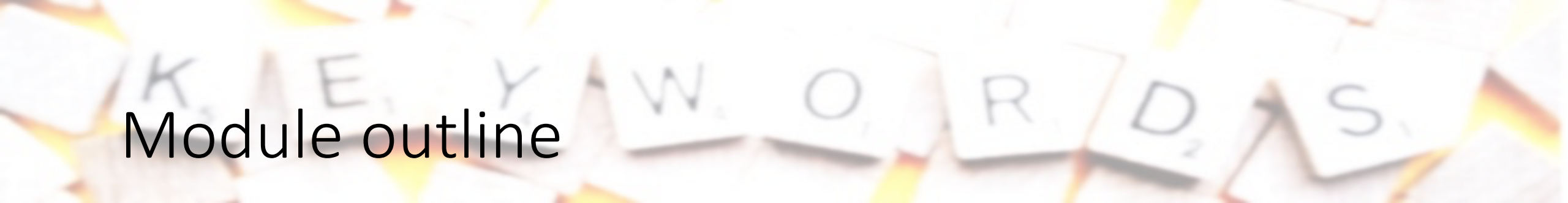
The words or themes can be broken down deciphered and decoded. The derivation and construction of the word or theme can form part of how the images and practices can be approached or seen. These words will be used to position the work in a theoretical context.



Module outline

These will be personal visions from which you will draw out your own frameworks for assessing the area of interest for your dissertation at level 6.

This series will be led by Dr. Julia Lockheart, but will be delivered by staff in the School of Design and Applied Arts.

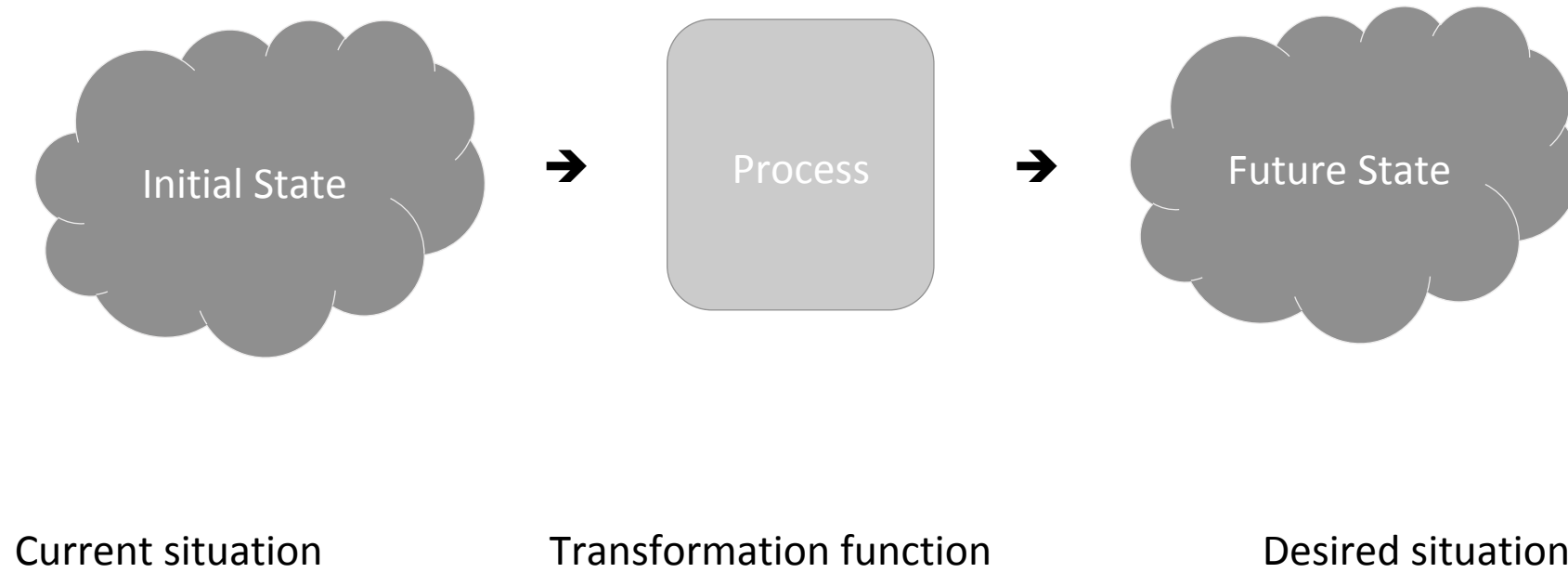


Module outline

These one hour lectures will be followed by a one hour participatory seminar which will focus on developing your thinking and writing practice.

Audience: This strand is suitable for Glass, Surface Pattern Design, Auto, Transport and Product Design students.

Basal model of design (Doblin, 198)





What you need to do...

The approaches used in the staff talks will feed into how you approach your dissertation proposal. You will apply a similar framework to the structure of your proposals:



What you need to do...

- **three key words,**
 - **three key images,**
- in a synthesis with
- **up to 3 artists and thinkers (or some variation of these)**
 - **leading to a question that you will develop for your dissertation.**

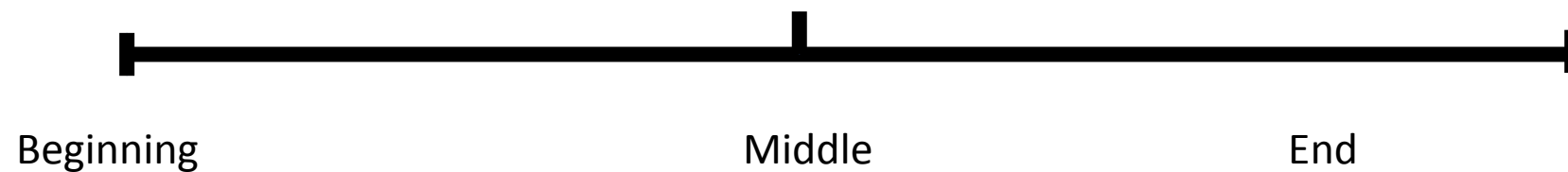


What you need to do...

Map of the writing structure:



What you need to do...



Aristotle's three-act Story Structure



What you need to do...

Beginning:

**write a short context for your writing
(not a formal introduction)
(100 words approx.)**



What you need to do...

Middle:

- **explore your first keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your second keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your third keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.**



What you need to do...

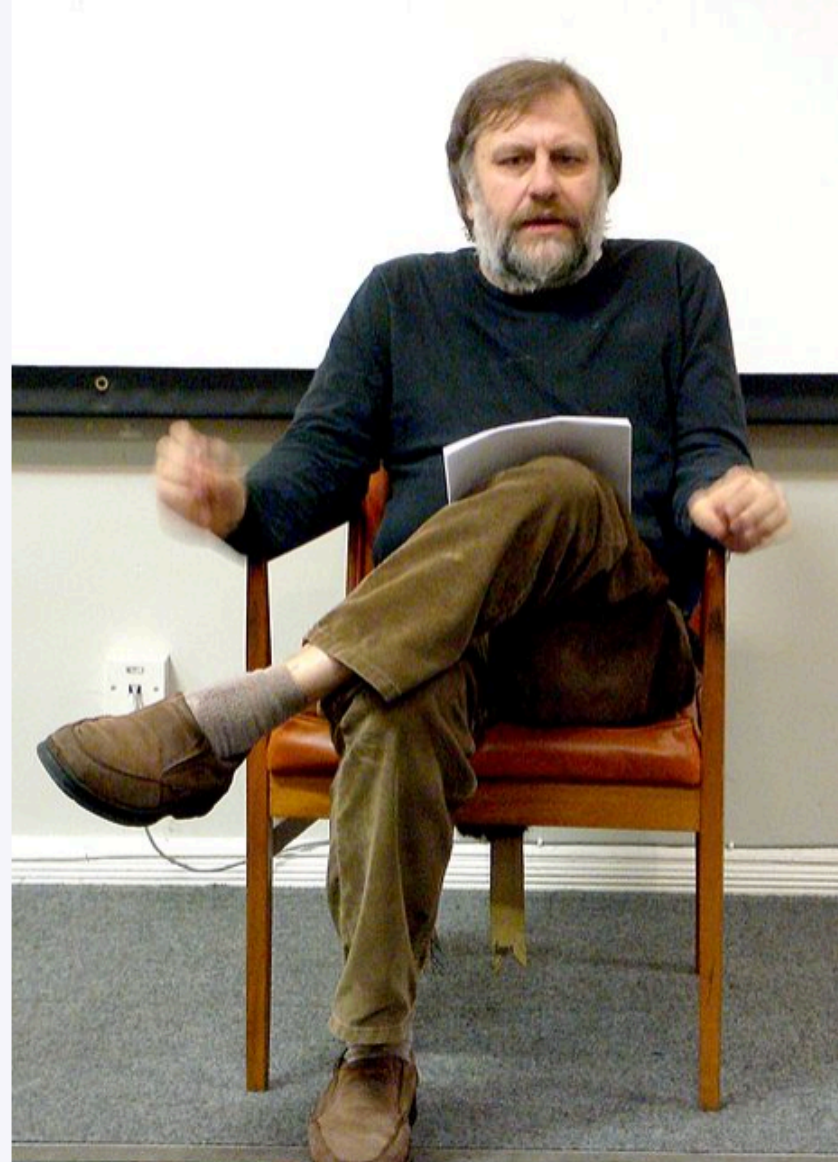
End:

- **Contextualise and synthesise how these have led you to a question you wish to research and write about next year (1-200 words approx.).**
- **with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with sub-questions that might be useful in your chapters (25-50 words approx.).**

<http://bigthink.com/bigthink-tv/the-purpose-of-philosophy-is-to-ask-the-right-questions-2>

[Slavoj Žižek](#)

Slavoj Žižek



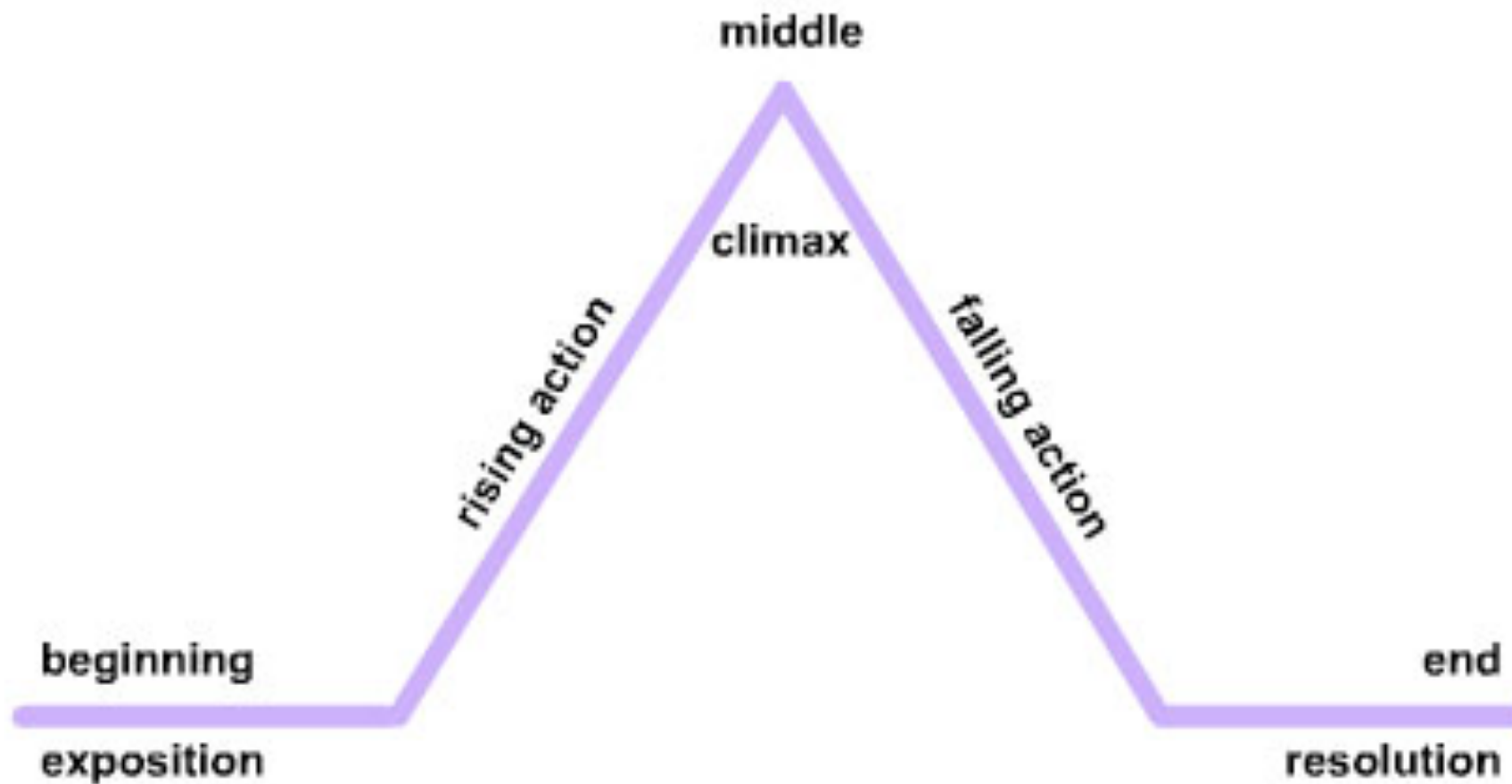


What you need to do...

That's it!

But... don't forget to shape ...

What you need to do...



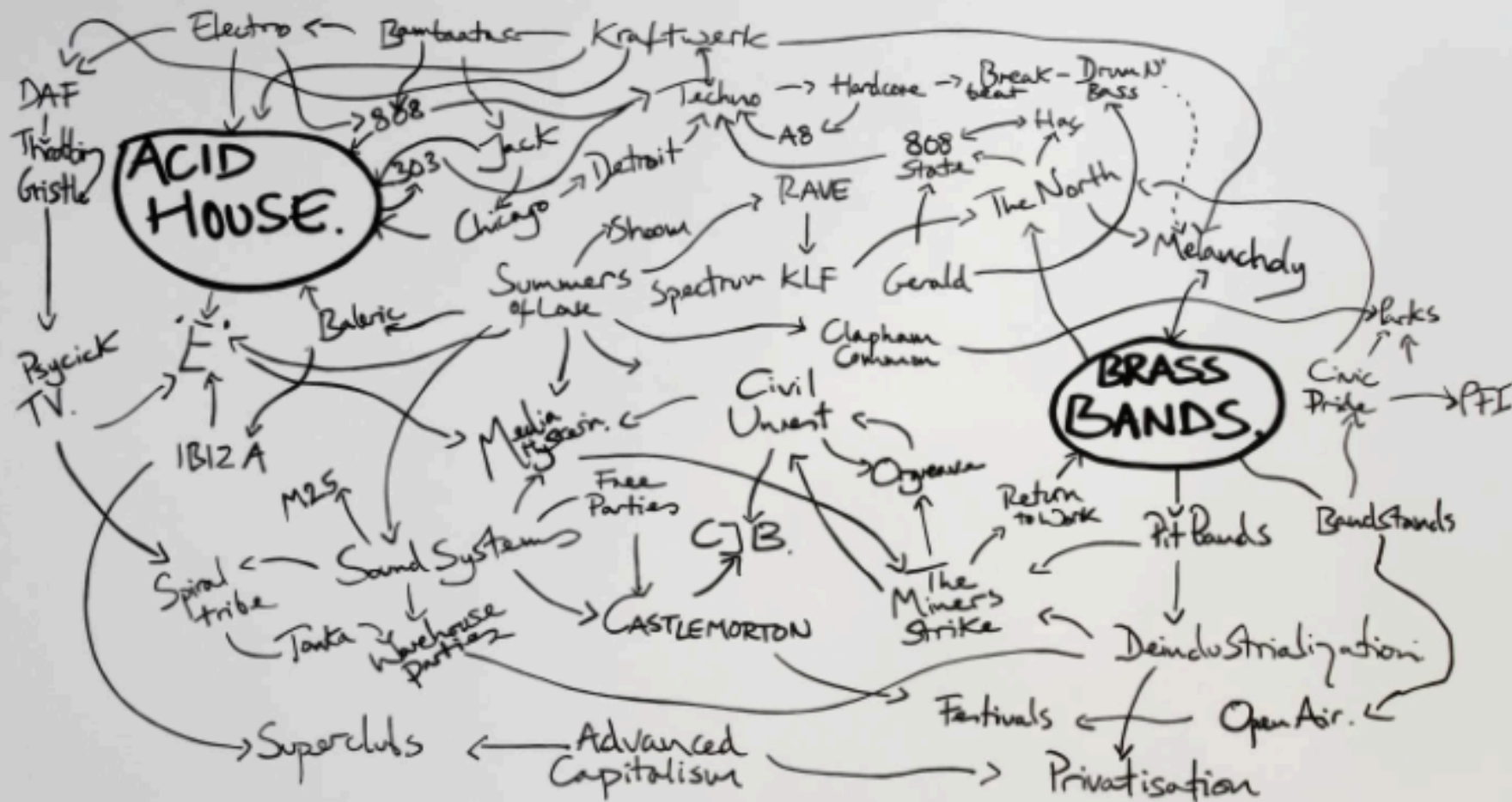
Gustav Freytag's (1863) five-act Pyramid



What you need to do...

That's it!

... reference and synthesise your ideas!



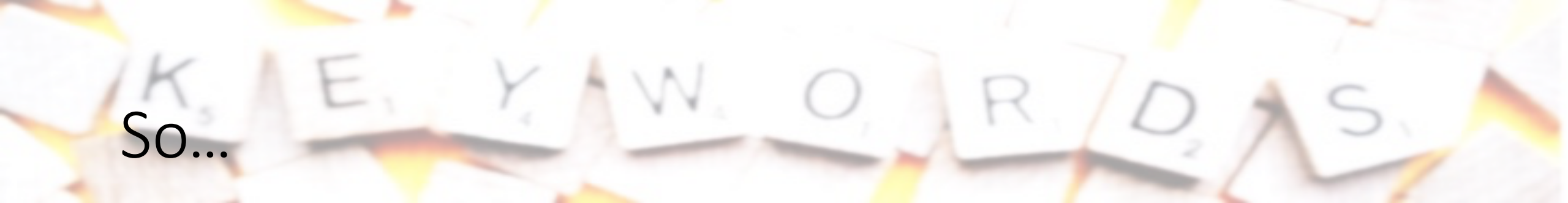
Synthesis



What you need to do...

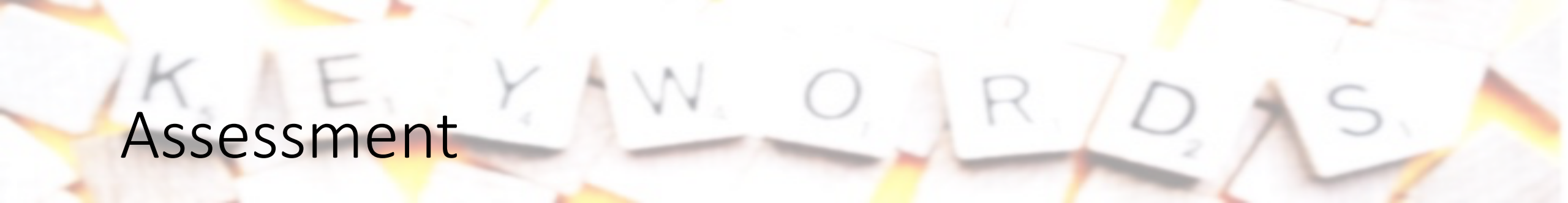
That's it!

... and include and write about images!



So...

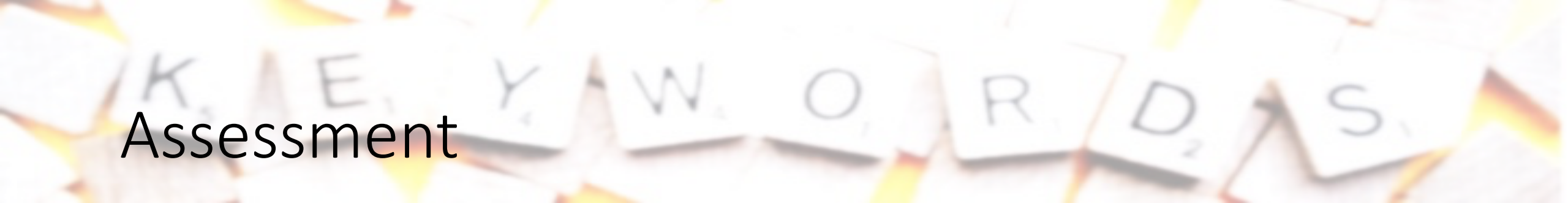
- write a short context for your writing (not a formal introduction) (100 words approx.)
- explore your first keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.
- explore your second keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.
- explore your third keyword (5-600 words approx.) with references to texts you hope to use in your dissertation.
- contextualise and synthesise how these have led you to a question you wish to research and write about next year (1-200 words approx.).
- with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with subquestions that might be useful in your chapters (25-50 words approx.).



Assessment

Word count 2000 words (100% of assessment)

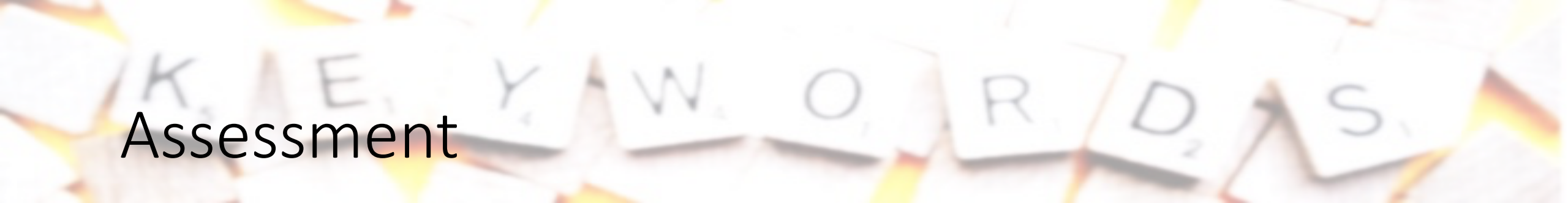
(allowance is made for 10% either side of the word count).



Assessment

Submit to moodle on Thursday 10th May by 10am

(NB. this allows for any issues with moodle to be dealt with on the day. In the event of issues, students should send the final copy of their writing to their seminar leader and upload to moodle before 5pm or at the point moodle is again available).

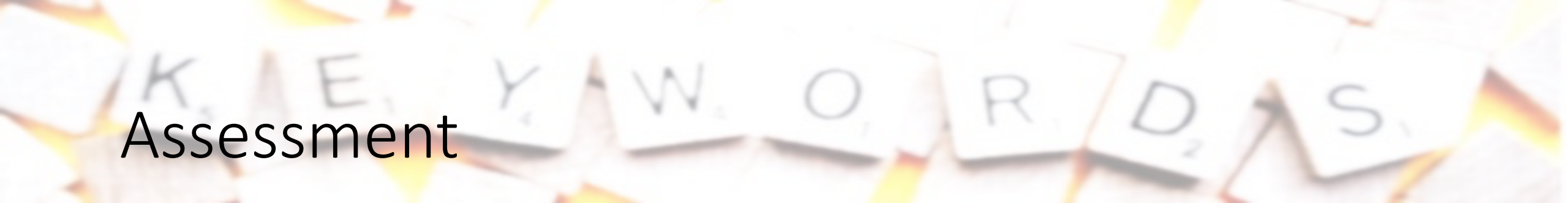


Assessment

Feedback will be found on grademark – you can assess this via their original submission portal.

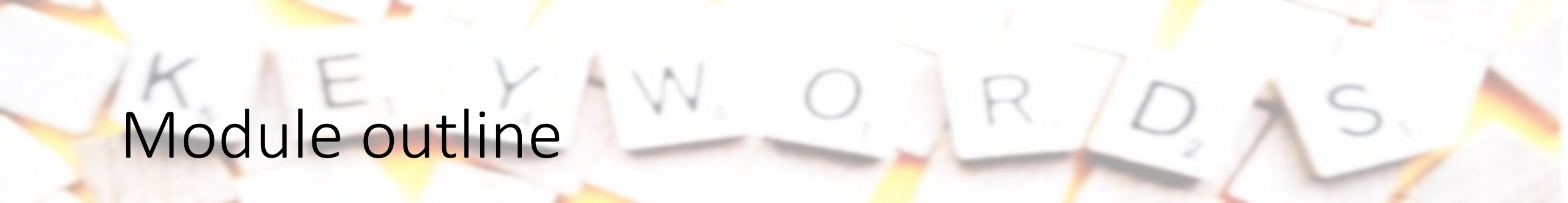
All feedback will be received within 20 working days after the assignment deadline and not before - this will be 31st May 2018.

If you are late submitting your work, you will have 7 days to hand in your late submission and this will be capped at 40%.



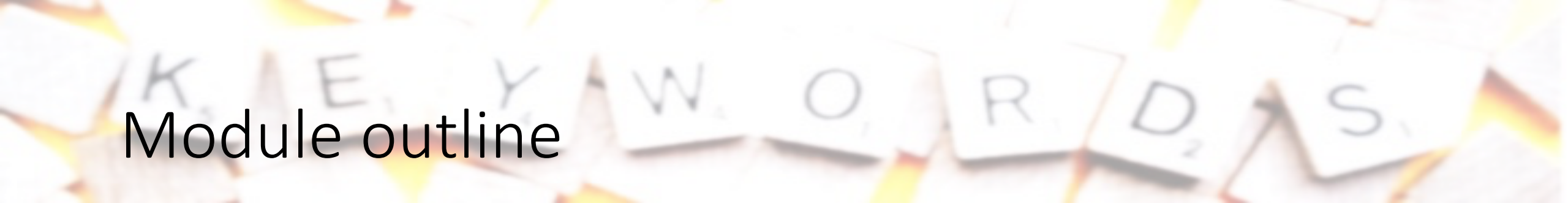
Assessment

Remember you will be marked on your ability to engage with academic research, images and keywords. You must provide in-text references and a reference list.



Module outline

Staff Talk ‘Practices in Context’



Module outline

Indicative lecture series:

Week 1 - 1st Feb = Julia Lockheart introduces the module

Week 2 - *8th Feb = Julia Griffiths Jones

Week 3 - *15th Feb = Julia Lockheart

Week 4 - *22nd Feb = Rodney Bender

Week 5 - *1st March = Paul Morrow

Week 6 - *8th March = Cath Brown

Week 7 - *15th March = Peter Spring

Week 8 - *22nd March = Angela Maddock

Week 9 - 29th March Julia Lockheart Closes the Module

Easter vacation used for research and development of your keywords

Week 10 - 26th April – Julia Lockheart (no lectures - seminars only)

Week 11 - 3rd May – Julia Lockheart (no lectures - seminars only)

Week 12 - 10th May (hand in) Julia Lockheart will be available in the lecture room for last minute advice.

*NB - Though you will receive a lecture on these days, please be aware that lecturers may change.

Practices in Context

Julia Griffiths Jones

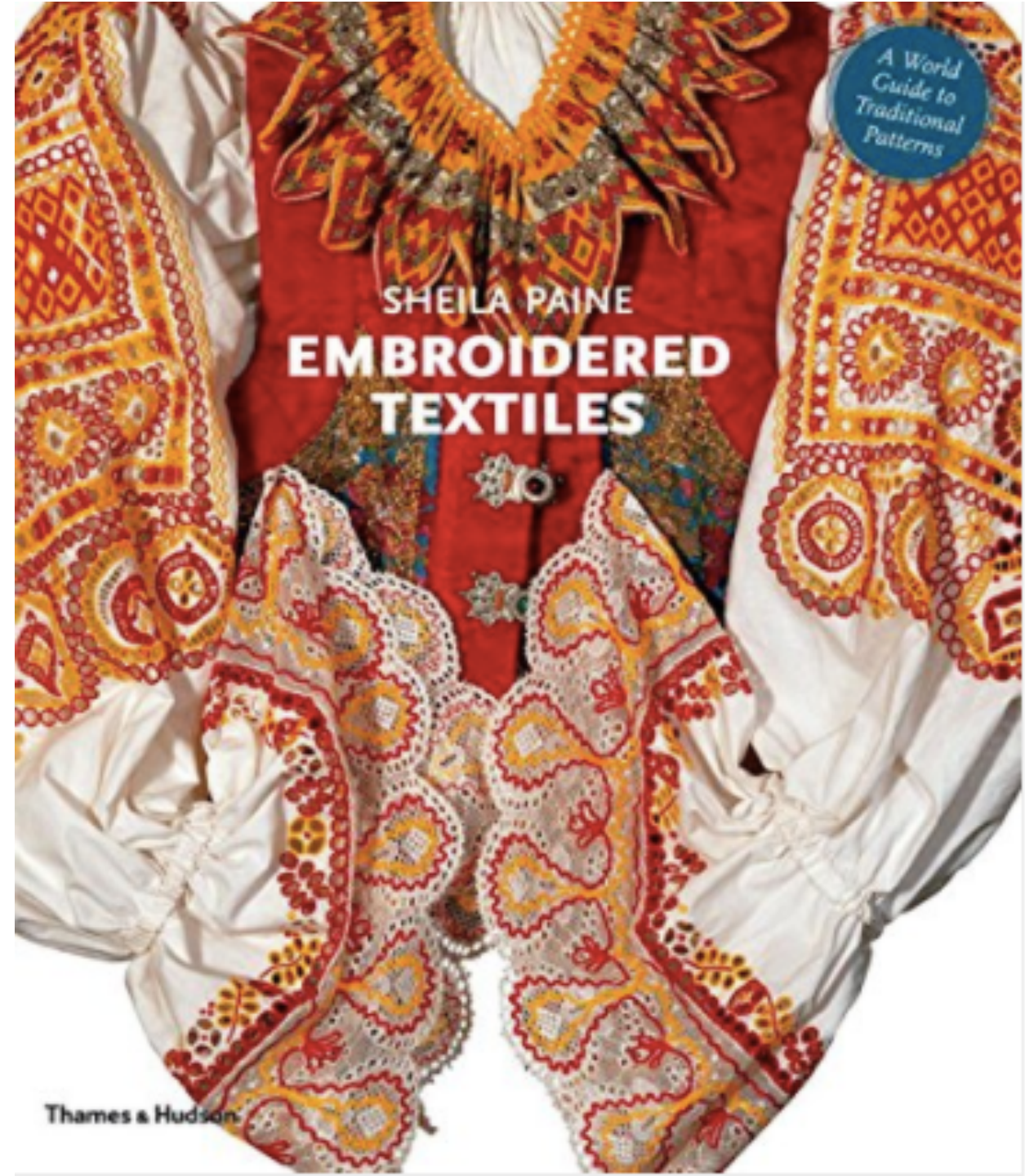
Week 2 - (8th February)

Title: Room within a Room,

3 Keywords: **SYMBOL DRAWING**
THRESHOLD

Text: Sheila Paine's book Embroidered Textiles,

Ref: Paine, S. (2010) Embroidered Textiles.
London: Thames and Hudson



Practices in Context

Julia Lockheart

Week 3 - (15th February)

Title: The interpretation of Dreams,

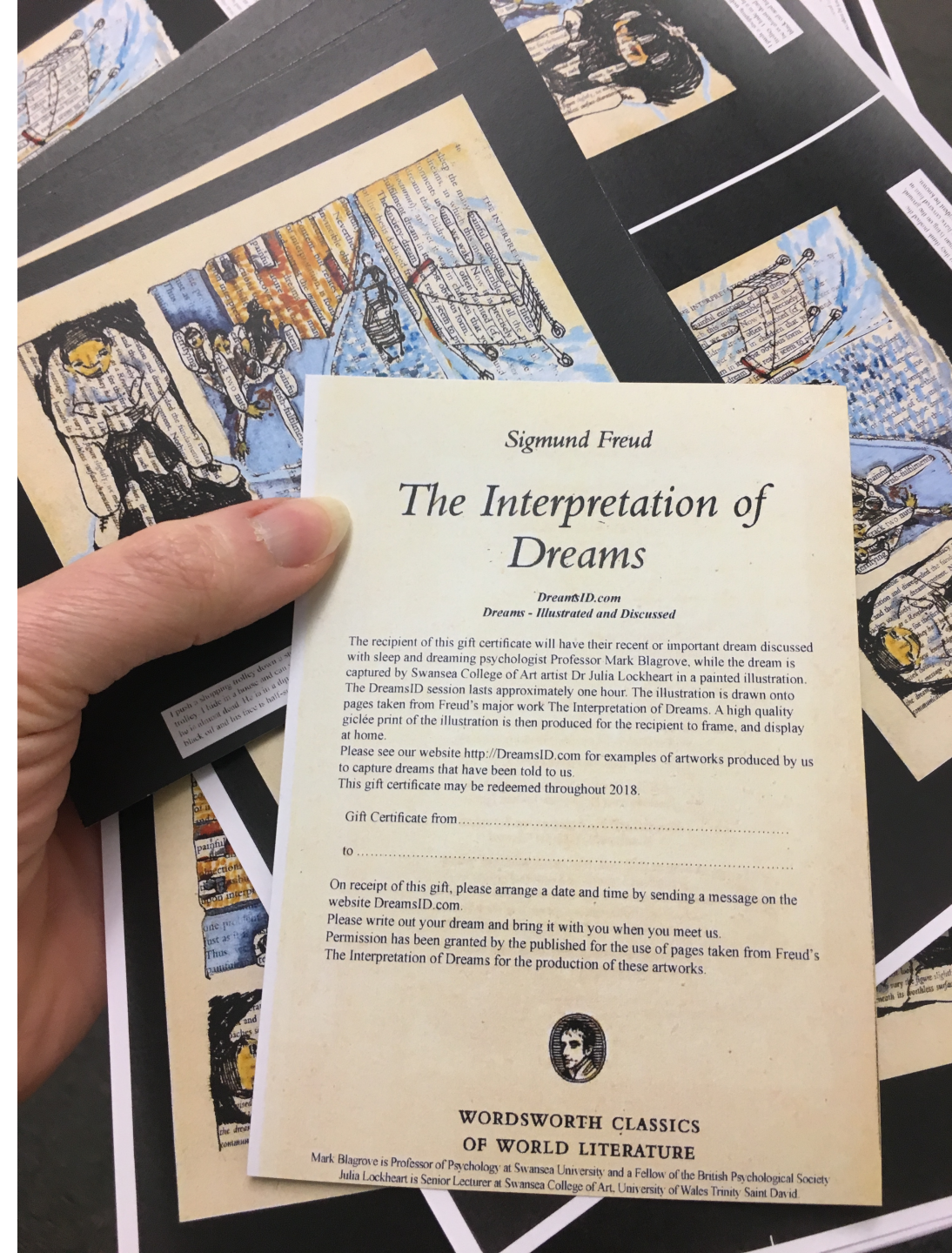
3 Keywords: **SYNTHESIS**

**(Gesamtkunstwerk), INTERPRETATION,
VISUAL LANGUAGE**

Text: Freud, S (1899) Interpretation of
Dreams. London: Penguin.

Philips, T. (1973) The Humument: A treated
Victorian Novel.

Robert Lockheart



Practices in Context

Rodney Bender

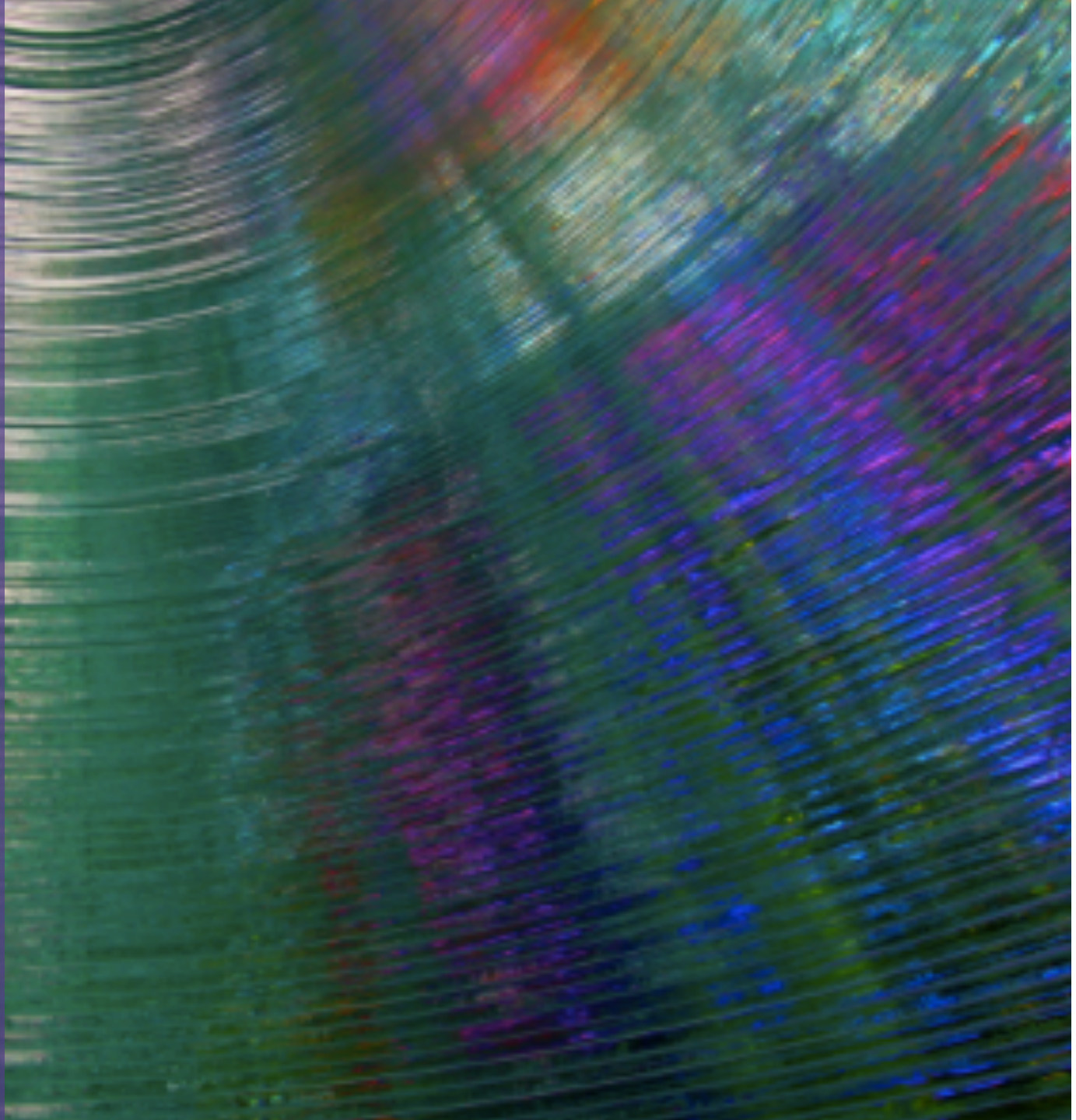
Week 4 – (22nd Feb)

Title: Glass

3 Keywords:

Text:

<http://www.innovativeglass.co.uk/>



Practices in Context

Paul Morrow

Week 5 - (1st March)

Title: **Tear Down the Wall**

3 Keywords: **Naughty Art Car**

Key Thinkers: **Chris Bangle, luigi Colani,
Mary-Anne Prack & Henry Moore**



Practices in Context

Cath Brown

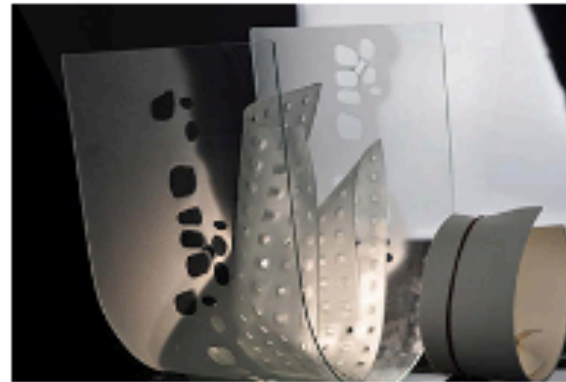
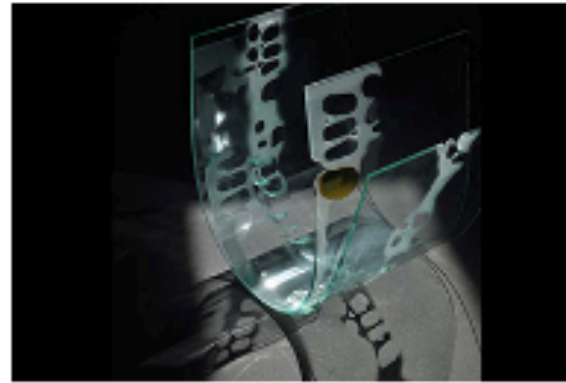
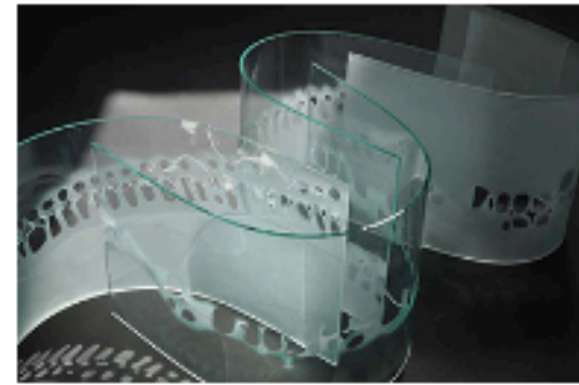
Week 6 – (8th March)

Title: Room within a Room,

3 Keywords: **Light, Tension and Making**

Text: from Louise Bourgeois, Melanie Klien, Julia Kristeva, James Turrell, Anthony Caro, Metaphysics of light, Psychology of making.

www.catherinebrownglass.co.uk



Practices in Context

Peter Spring

Week 7 - (15th March)



Title: Erm...

3 Keywords: **Integrity Whimsical Sustainable**

Key thinkers: Phillipe Stark, 'Henry' vacuum cleaners and his horrid relatives, Charles Darwin

Texts: Dawkins, R. (1976) 1992. *The Selfish Gene*. Oxford University Press. New Edition

Bohm, D. & Peat, D. (1987) 2000. Second edition. UK. *Science Order and Creativity*. Routledge. pp. 176-180, 178

Ebner, M., Watson, R A. & Alexander, J. (2000) *Co-evolutionary Dynamics on a Deformable Landscape*. In *Proceedings of the 2000 Congress on Evolutionary Computation, San Diego CA, Volume 2*, pp. 1284-1291. pp. 2.

Available at:

<http://wwwi2.informatik.uniwuerzburg.de/mitarbeiter/ebner/research/deform/deform.html>

Practices in Context



Anglea Maddock

Week 8 – (22nd March)

Title:

3 Keywords:

Text:

<http://www.angela-maddock.com/>

Keywords...



Which
will you
explore?



Thinking...

Think about what area you would like to research.

What keywords might you choose?

Where might you look for sources for these keywords?

Who else might have written about them?

