



VISUAL STUDIES 2

Visual Studies 2 (ADAA4014)

Key info

Due Wednesday 6th May, 2025

A single PDF (or link to online document) containing:

- Artwork study including references
- Exhibition review
- Research methods overview
- Minimum 4 rounds of project cycle.

Module introduction

1. This semester – Practice makes perfect
2. Research Methods
3. Assessment Criteria
4. Scheme of Work
5. Artwork study – refresh and reference.

Introduction

Visual Studies 2 (ADAA4014)

1 - This semester – Practice makes perfect

- Reviewing semester 1
- Artwork Study
- Exhibition Review
- Project Cycle

This Semester

From VS1 to VS2

In visual studies 1, we explored key elements to studying photography.

Artwork Study:

The in-depth **visual analysis** of a photograph. Decoding its meaning (**context**) through the **composition** of its **content**.

Exhibition Review:

Going **beyond subjective** review, spotting and **analysing the connections** between work in an exhibition, experiencing **new methods for exhibition** and the art of **curation**.

Project Cycle:

A system for **planning, organising and documenting** practical experimentation that encourages **aim-setting**, in-depth **image analysis** and **evaluation** for progression.

From VS1 to VS2

In Visual Studies 2, you will create a visual diary that utilises these elements to document your Fugitive Testimonies /Rethinking Photojournalism Module, thus creating a project document.

Artwork Study:

Aim to complete **regular quick analysis of relevant photographs** – throughout the project. You must complete a **minimum of one in-depth artwork study** as well.

Exhibition Review:

Aim to visit **multiple exhibitions** of varying types/scales completing a **full review of one**. Shorter reviews could focus on **curation, hanging techniques, work studied**.

Project Cycle:

A minimum of 4 rounds of the project cycle must be included to show a breadth of practical skills as well as depth in your chosen area for your later project work.

* New! Research methods:

We will come to these shortly!

No more weekly templates :(

- In Visual Studies 1, you completed template slides which demonstrated a comprehensive understanding of these three components, completed in your own words alongside examples.
- Using these you completed the three tasks which demonstrate your proficiency in a range of visual studies skills.
- These are the backbone of a visual diary which documents a project fully.

In visual studies 2, you will practice these in the context of your project, developing an individualised response to the brief.

So, keep one document ongoing that you fill with your artwork studies, exhibition reviews and project cycles.

Visual Studies 2 (ADAA4014)

2 - Research Methods

- What is research?
- What are practical research methods?
- How will this be taught?
- What will I do?

Research Methods

Research Methods

“A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding”

<https://dictionary.cambridge.org/dictionary/english/research>

What has this looked like/entailed in previous projects?

Can you give an example?

Research Methods

- This semester we're going to explore active, photographic research.
- In weeks one and two, you will be introduced to a range of photographic practices which constitute research.
- You'll document the various types in your visual diary and plan 1 of your own.
- The work you plan will be related to your rethinking photojournalism/fugitive testimonies module.

RESEARCH METHODS

Week 2

Object as research – Objects can be nostalgic, metaphorical, historical or fantastical. They can be the subject of an image, or the catalyst for exploration.

Image as research – Family photos or archive imagery, found passport snaps or appropriated memes. Others' imagery can be a wealth of inspiration.

Excursion as research – Sometimes it's the journey, sometimes it's the destination. Excursions require planning and offer spontaneity.

Week 3

Discussion as research – portraiture is informed by the dialogue we have with our subjects, over seconds, minutes or a lifetime.

Information as research – factual and statistical or anecdotal research provides solid foundations when we have a point to prove.

Theory as research – Photographic theory is rich and influential in conceptual development.

Student Example – Research Method

Excursion as research – Sometimes it's the journey, sometimes it's the destination.

Excursions require planning and offer spontaneity.

Research method shoot plan – excursion

For this photoshoot, I'll embark on a journey through the town of new quay and the Gower to document the diverse natural landscapes, encompassing wildlife, plant life, and the shoreline.

Using both a wide-angle lens and a 35mm lens, I'll capture the intricate details of this environment. Additionally, I'll integrate a film camera to capture select stills with a distinct aesthetic quality.

To enhance the multimedia experience, I'll employ a sound recorder to capture the mesmerizing sounds of waves crashing against rocks and cascading over the sand, which will be incorporated into the final piece.

Student Example – Research Method

Artist research

Stephen shore – uncommon places

Uncommon Places explores the American landscape with a meticulous and highly detailed approach, capturing seemingly mundane scenes from everyday life. *'His sprawling vision of America has become a contemporary classic, a landmark of visual Americana, influencing a generation of photographers to take to the highway.'* (Clay, Stephen Shore: *Uncommon places* 2023)

Shore's photographs are characterized by their formal precision and compositional clarity. He employed a large-format camera and a straightforward, deadpan aesthetic, eschewing dramatic angles or exaggerated perspectives in favour of a objective and detached viewpoint.



Student Example – Research Method

Contact sheet shoot 1
(new quay)

Despite the challenge of framing a moving animal, I discovered that these images effectively captured the interactions I had with the subject. The dynamic nature of the animal's movements added a layer of authenticity to the depiction of our interaction, enhancing the overall narrative conveyed through the images.



I discovered that many images from this contact sheet excelled in both framing and exposure. While some repetition of similar imagery was present, I found that nearly every image had potential for use.

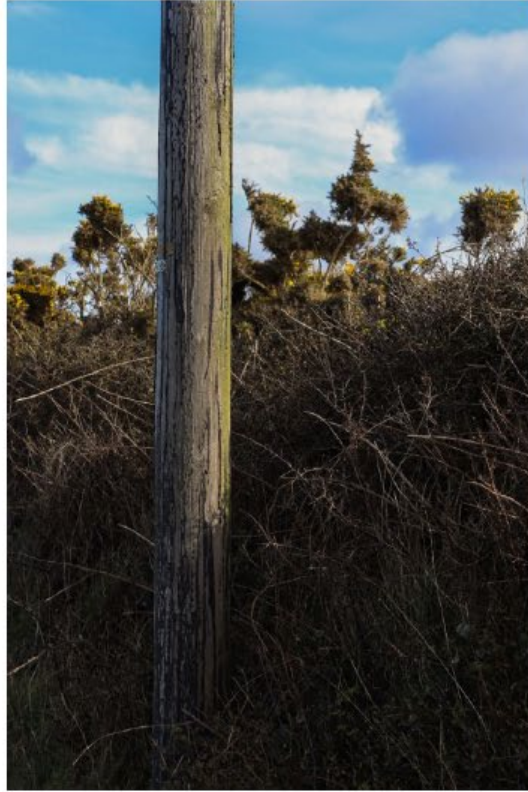
My standout image from this sheet is the shot of the wooden pylon against a backdrop of grass fields and bushy flowers. What makes this image particularly intriguing to me is its framing, the pylon positioned slightly off-center within the picture frame, allowing the background elements to subtly seep through and enhance the focal point. Moreover, the raw image beautifully captures a plethora of details and textures, breathing life into the scene.

Student Example – Research Method



Across the contact sheet, diverse subject matter demanded varied exposure levels and framing. Throughout the shoot, I switched between portrait and landscape orientations based on the subject I was capturing. For instance, when photographing buildings, I aimed to adopt the typology established by Hiller and Bernd Becher. Similarly, inspired by the New Topographics movement, I focused on the commonplace and mundane objects found throughout the streets.

Student Example – Research Method



Student Example – Research Method

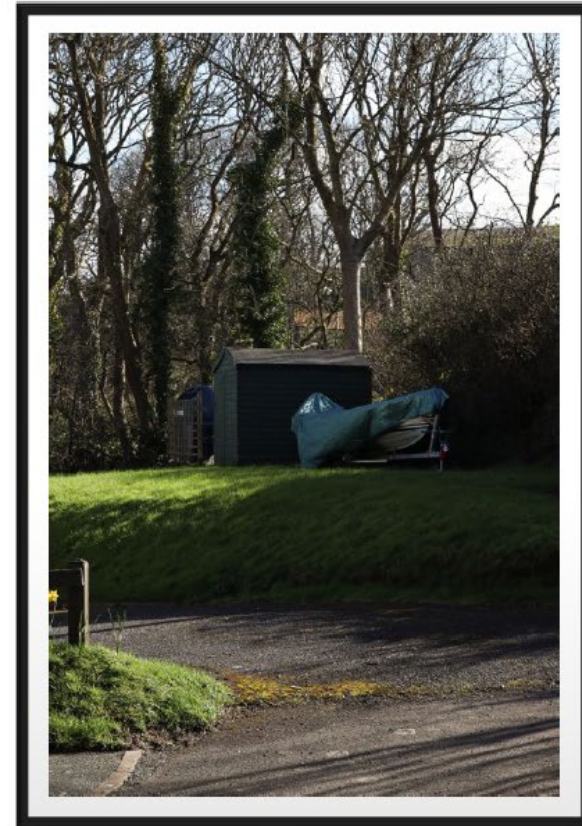
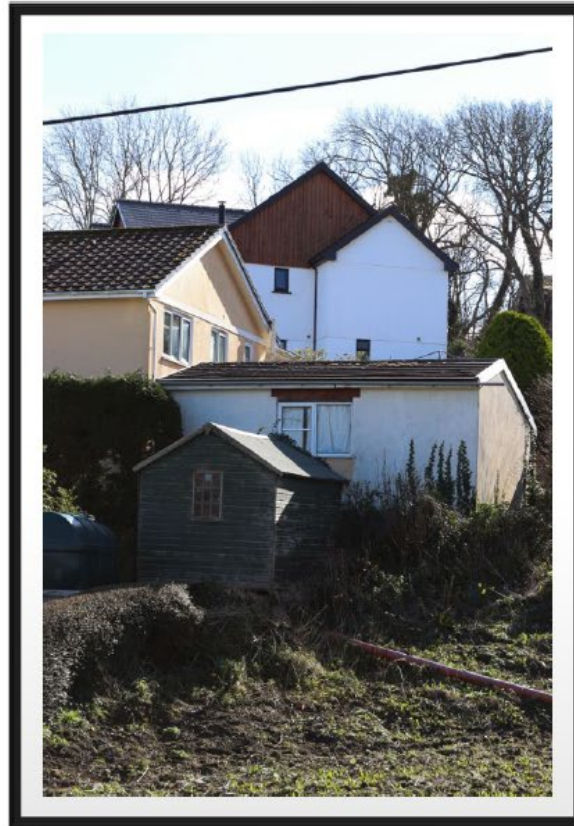


Student Example – Research Method

These two images exemplify how even a slight shift in perspective, such as moving a meter back, can completely alter the framing and evoke a different emotional response.

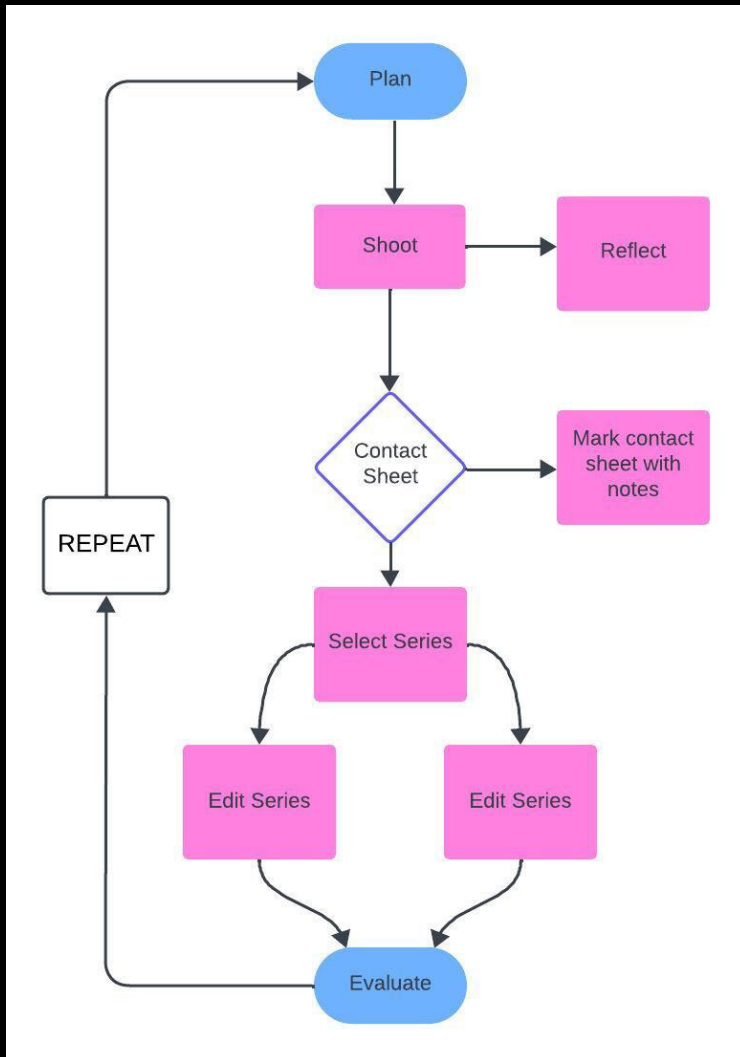


Student Example – Research Method



Project Cycle Exercise

As always, practical experimentation should be documented through the Project Cycle. What did the student include and miss?



A plan includes an aim, intention, research.

A shoot should include images from the experience and some reflection on the process

Your contact sheet should be easy to read and should be surrounded by annotation that discusses form, content, skills, settings, errors and sets of work.

At least one selection of work should be made. Show the before and afters with screenshots of how it has been edited

A full and final evaluation should refer to initial plans and set goals for the future.

Visual Studies 2 (ADAA4014)

3 - Assessment Criteria

- Assessment Criteria 1 – Literature Skills (sources used, referencing)
- Assessment Criteria 2 – Knowledge (module content demonstrated)
- Assessment Criteria 3 – Cognitive Skills (analysis, reflection, evaluation)
- Assessment Criteria 4 – Practical Skills (identify, demonstrate and improve)
- Assessment Criteria 5 – Professional Skills (complete, proof and quality)
- Submission Checklist – Self-assessment document.

Assessment

VS2 Module Assessment Criteria 1

1 Engagement with Literature Skills 20%

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Your Artwork study and Exhibition Review should incorporate quotations from relevant and credible sources retrieved independently and from course materials. These should be incorporated, responded to and challenged. Factual information should be sourced to inform and validate proposed ideas, which should equally be referenced appropriately.*

In your visual diary:

Your artwork studies and exhibition reviews:

- **Locate relevant art commentary sources** – photographic theory/artwork, journals, photography websites, exhibition/gallery websites/publication.
- **Quote** (using in-text citation) from texts and artists directly with relevant excerpts.

Your Project Cycle

- **Locate good quality sources** for information: news articles, information websites, textbooks.

Throughout

- **Respond** to them with commentary, opinion and analysis.
- **Complete a bibliography** in the Harvard style.

VS2 Module Assessment Criteria 2

2 Knowledge and Understanding Skills 20%

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You are expected to practise visual analysis skills in your artwork study, exhibition review and research methods. This includes the description of image content, analysing the composition of images and interpretation of their purpose/meaning/communication. Your sketchbook should show significant development of ideas through your chosen research methods. These should be used to discover knowledge about your chosen subjects rather than reconfirm ideas.*

In your visual diary:

In your artwork studies and exhibition reviews:

- Use correct terms/keywords when discussing content/composition
- Consider the contexts which impact meaning – visible/invisible/presentation/material.

In your Project Cycle (Research Methods):

- Discuss the Research method in planning.
- Show and discuss artworks that utilise the same method.
- Apply Research methods in outcomes.

VS2 Module Assessment Criteria 3

3 Cognitive and Intellectual Skills 20%

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You are expected to record significant evaluation of your ideas and research methods demonstrating application. This goes far beyond a description of your activities. Full evaluation includes measuring produced work against research method aims, comparing/contrasting work with that of other makers, recording and processing feedback from others in critique and producing expectations which extend understanding: alternative ideas, analysis of artworks, questioning of your own work.*

In your visual diary:

In your artwork studies and exhibition reviews:

- Respond to artworks studied. Consider theme / technique / process.
- Respond to yours and others work with insight- make comments about intention and reflect.
- Notice similarities/differences between your own and others' work.

In your Project Cycles:

- Analyse contact sheets in depth. Treat individual images like artwork studies.
- Evaluate each project cycle fully (aim, idea, technique).
- Avoid "I like..." instead, "This is powerful/interesting/emotional because..."
- Refer to previous evaluation when planning new outcomes.

VS2 Module Assessment Criteria 4

4 Practical Skills 20%

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Your contact sheets should be the product of various techniques, in response to your chosen research methods. The annotation of these will support technical, practical and material choices as well as be a clear record of the application of your visual analysis skills. Work made should be focused and aim to satisfy planned aims and objectives, solving problems fluently. Your presented practical selections should be a logical response to your research method aims showing flair. Attend all lectures and associated workshops to ensure every opportunity to succeed.*

In your visual diary:

In your artwork studies and exhibition reviews:

- As well as decoding work – discuss its technical qualities using appropriate keywords.
- Make practical responses and discuss how.

In your Project Cycles:

- Document numerous methods with contact sheets – avoid using the same equipment/techniques early on.
- Explain/evaluate why you are using equipment.
- Include photographs of studio setups/on location shots for record/evaluation.
- Suggest other ways of achieving aims practically.
- Highlight and resolve issues/mistakes
- Record technical data.
- Experiment!

VS2 Module Assessment Criteria 5

5 Transferable Skills for Life and Professional Practice 20%

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Your visual diary is your opportunity to give in-depth insight into your practical work. Within an industry context, this gives curators, agencies and employers confidence in the quality and rigor of your process. Throughout, your writing should be clear, professional and use established terminology.*

In your visual diary:

- **Complete all tasks.**
- **Spellcheck** – Poor spelling is unprofessional. Fortunately, it's very easy to check digitally.
- **Proofread** – read your work thoroughly before submission. Out loud helps.
- **Put your work in order** - Don't group work in sections such as artwork studies – complete in order.
- **Consistency** – try to balance text and imagery, use similar font sizes. **Don't use clipart or stock imagery.**

Submission Checklist – Have I...

1 - Engagement with Literature Skills 20%	2 Knowledge and Understanding Skills 20%	3 Cognitive and Intellectual Skills 20%
...Compared my submission with examples on Moodle?		
☐ Used sources like photographer's websites, theory, journals, photography websites, exhibition/gallery websites/publication? ☐ Used sources to find information? ☐ Used in-text citation to quote from texts and artists directly with relevant excerpts? ☐ Responded to them with commentary, opinion and analysis? ☐ Completed a bibliography in the Harvard style at the end of my visual diary?	☐ Used lecture PowerPoints to complete all tasks? ☐ Used correct terms/keywords? ☐ Discussed the research methods in my planning? ☐ Discussed artworks that use the research method chosen? ☐ Applied the research methods in outcomes? ☐ Avoided just describing activity – focus on aims, evaluation, purpose, skills, keywords?	☐ Responded to artworks studied by making something? ☐ Responded to my work and artists with ideas and insight about it? ☐ Noticed similarities/differences between my own and others' work? ☐ Analysed contact sheets in depth? Content, composition, aims, sets, skills. ☐ Evaluated each Project Cycle. ☐ Avoided saying "I like..." ☐ Referred to previous evaluation when planning new outcomes.

These are related to the module assessment criteria in your assignment brief and are the questions I will ask of your work when marking.

Submission Checklist – Have I...

4. Practical Skills 20%	5. Transferable Skills for Life and Professional Practice 20%
...Compared my submission with examples on Moodle?	
☐ Discussed technical/practical skills in artwork study/exhibition review? ☐ Documented numerous methods with contact sheets – avoiding using the same equipment/techniques? ☐ Explained/evaluated why I am using equipment? ☐ Included photographs of studio setups/on location shots for record/evaluation? ☐ Suggested other ways of achieving aims practically? ☐ Highlighted and resolved issues/mistakes? ☐ Recorded technical data?	☐ Spellchecked? ☐ Proofread my work fully? ☐ Put my work in order? ☐ Balanced text and imagery, using similar font sizes? ☐ Removed any clipart/stock images?

These are related to the module assessment criteria in your assignment brief and are the questions I will ask of your work when marking.

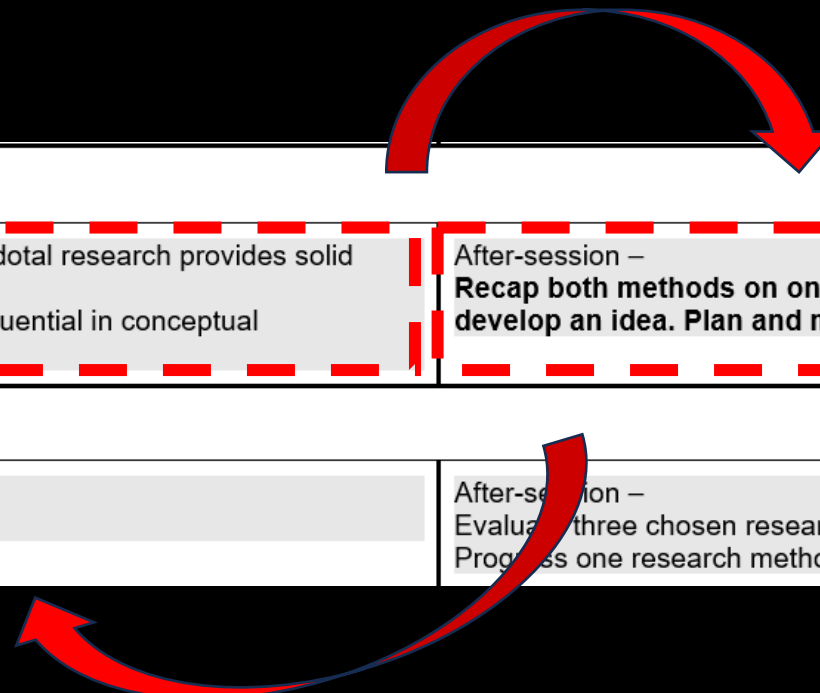
Visual Studies 2 (ADAA4014)

3 – Scheme of Work

- Scheme of work
- Week 1 – Intro & Artwork Study – Artwork study 1-3
- Week 2 – Research Methods – Project cycle 1
- Week 3 – Research Methods – Project cycle 2
- Week 4 – Research methods seminar/critique
- Week 5 - Project Development tutorial – project cycle 3
- Week 6 – Project Development tutorial – project cycle 3
- *Week 7 – TBC – exhibition trip - exhibition review – project cycle 4
- *Week 8 – TBC Artwork study/exhibition review tutorials –
- *Week 9 - TBC Artwork study/exhibition review tutorials -
- Week 10 – No session – exhibition hang
- 3 weeks easter break – develop and complete project.
- *Week 11 – Sign-up tutorial

Scheme of Work

Scheme of work



The diagram illustrates the progression of the scheme of work. A large red curved arrow points from the 'After-session' task of the 19/02/24 session down to the 'Recap & Group A Tutorials' session on 26/02/24. A smaller red curved arrow points from the 'Recap & Group A Tutorials' session back up to the 'After-session' task of the 19/02/24 session, indicating a feedback loop.

19/02/24	Research Methods – Information & Theory Information as research – factual and statistical or anecdotal research provides solid foundations when we have a point to prove. Theory as research – Photographic theory is rich and influential in conceptual development. After-session – Recap both methods on one page of your diary. Then Choose one to develop an idea. Plan and make an outcome.
26/02/24	Recap & Group A Tutorials Recap of 6 research methods and tasks so far. Group A - tutorial After-session – Evaluate three chosen research methods fully. Progress one research method outcome in detail.

1. Each week we will have a content led session
2. Each week there is guidance with what to do afterwards.
3. Sometimes the work from point 2 will feed directly into the following session.

Visual Studies 2 (ADAA4014)

Week 1 Artwork Study

- Content: Describe the important elements of the work
- Composition: Describe the composition (line, tone, colour etc)
- Visible and invisible contexts.
- Meaning/feeling/interpretation: what is your impression of the work? What is it's impact?
- Quotation – Harvard referenced and responded to.

Scheme of Work

Harvard in-text citation

Which of these is correct?

...“what we know as the real world isn’t so real” (Kapoor: 2019)

Goldstein, A. (2019) 'I have nothing to say as an artist': Anish Kapoor on why he avoids putting meaning into his precisely engineered work,' *Artnet News*, 12 November. <https://news.artnet.com/the-big-interview/anish-kapoor-interview-2-1698177>.

...“what we know as the real world isn’t so real” (Kapoor, 2019)

Goldstein, A. (2019) 'I have nothing to say as an artist': Anish Kapoor on why he avoids putting meaning into his precisely engineered work,' *Artnet News*, 12 November. <https://news.artnet.com/the-big-interview/anish-kapoor-interview-2-1698177>.

...“what we know as the real world isn’t so real” (Kapoor)

Goldstein, A. (2019) 'I have nothing to say as an artist': Anish Kapoor on why he avoids putting meaning into his precisely engineered work,' *Artnet News*, 12 November. <https://news.artnet.com/the-big-interview/anish-kapoor-interview-2-1698177>.

Option 2? Correct!

...“what we know as the real world isn’t so real” (Kapoor, 2019)

Goldstein, A. (2019) 'I have nothing to say as an artist': Anish Kapoor on why he avoids putting meaning into his precisely engineered work,' *Artnet News*, 12 November. <https://news.artnet.com/the-big-interview/anish-kapoor-interview-2-1698177>.

These can be generated with various websites, citethisforme or scribbr for example and all you have to do is copy and paste the web address/book title and choose Harvard Method!

What does he mean?



...“what we know as the real world isn’t so real” (Kapoor, 2019)

Goldstein, A. (2019) 'I have nothing to say as an artist': Anish Kapoor on why he avoids putting meaning into his precisely engineered work,' *Artnet News*, 12 November. <https://news.artnet.com/the-big-interview/anish-kapoor-interview-2-1698177>.

Generalised Feedback

- **Quotations** – more research into artists. In-text citations.
- **Project Cycle** – use the format!
- **More in-depth image analysis** – avoid I like. Describe content, discuss composition, analyse meaning.
- **Range of equipment/ techniques** – utilise the stores equipment and university facilities.
- **Formatting** - Clean, no stock images, balance text/imagery.
- **Tenses!** – future tense for planning, past tense for evaluation.

Next week you will receive specific Feedback related to your submission for visual studies 1.

AFTER TODAY'S SESSION

- Read all docs (Brief, PowerPoint, Scheme of Work).
- Start your visual diary – share with Joe on OneDrive.
- Pick 4 artworks from Estefani/Paul's intro PowerPoint.
- Prepare 3 short artwork studies and 1 full artwork study.
- In your Full artwork study, include a quote from another viewpoint on the work (photographer, reviewer, art-commentator), **quote and respond**.

NEXT WEEK

We will explore the first research methods – be prepared to take notes and discuss photographs.