



## Experiments in translating shape and form

### Introduction

*In the oldest writings and in rock inscriptions of early man/woman the ■ signifies enclosure, of home, of settlement. The ● is related to the divine: a simple ● has, since ancient times represented eternity, since it has no beginning or end. The ▲ it's distinct structure means we find it in lots of complex structures and in many mineral and vegetable forms and structures found in nature, ranging from the clover to the oleander.*

— Bruno Munari, Square Circle Triangle, 1960.

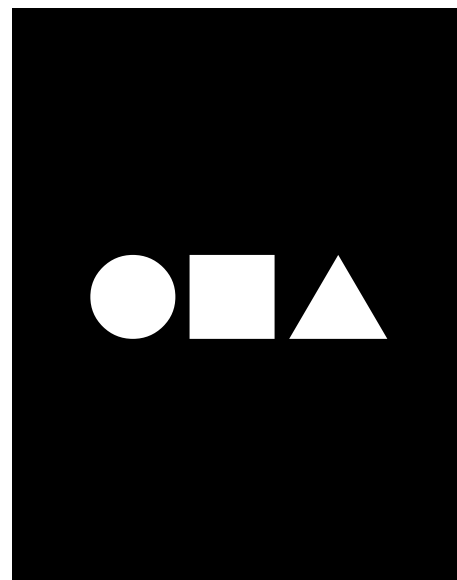
The ●■▲ are the three basic forms that have been explored, interrogated and contemplated throughout the ages; from Palaeolithic cave paintings, the Great Pyramids, Kasimir Malevich, the Bauhaus, to Apple's user interface. These three basic forms ●■▲ provide insight, intrigue and opportunity! They will act as starting points for a series of investigations.

### Brief

●■▲ is an investigation into how we translate form and meaning. The project is made up of a series of workshops that explore an idea and theme responding to each shape of these basic shapes the ● the ■ and the ▲. Based on these workshops you will generate an outcome; the format, media or medium is up to you. It could be coded, performed, printed, bound, filmed, interactive, etc. These outcomes are to challenge the ideas and themes explored in the workshop. You are to keep detailed records and reflections on all the work and workshops. Essentially, the brief is to create your own brief in response to the ideas and themes that we explore during the workshops.

### Workshops

- **Translating Albers (Josef)** — Josef Albers taught at the Bauhaus, Black Mountain College and Yale. His investigations into colour and form have influenced art and design education. This workshop is to translate and activate his 1955 Yale circle workshop.
- **Translating Albers (Anni)** — Anni Albers was a highly acclaimed textile artist, print maker and pioneer of the modern movement. She created a wide range of algorithmic based patterns based upon the tessellation and systemic exploration of the square. This workshop will translate and explore her thinking on and around the square.
- ▲ **Converging Forms** — Triangulation is the process of surveying an area to determine the location of something. In this workshop you will reflect upon what you have done to determine what you need to do next, either to converge your outcomes, develop one idea further, or explore a new opportunity that has emerged through the project.



A circle, square and triangle

### References and resources

Are.na is social media network / creative research platform. You will find references from tutors and peers here. Contribute to the project channel by selecting 'add block' and paste a URL of an image, video or link, or you can upload a file or paste text. It's really useful to add a title and info on why you've added it.

<https://www.are.na/paul-finn-grec3zdlz18/bi5h7otnzme>

## The 3 Pillars of Practice

In Information & Systems you are required to maintain *Three Pillars of Practice*, we recommend these become daily activities that assist and empower you in fulfilling your potential.

- **Reflect** — A reflective journal that could be handwritten into a journal, or on a blog, or in your phone. It's power is activated if you adhere to it daily. So begin to factor this into your daily routine. Please refer to the *Reflection & Projective Questions*.
- **Record** — Doing and making and documenting these activities, through maintaining a 'sketchbook' — this can be in whatever form that you are comfortable with (a physical sketchbook, a blog, a clearly-labeled folder structure) you are required to document everything that you do and provide your thought process behind it.
- ▲ **Research** — As you are already aware, research is the foundation of all successful endeavours. Research informs, situates and validates your ideas and experiments. You are to be actively involved in research that you will compile, collate and share. Again, the method is up to you: it could be on Arena, or Padlet, or Miro, or in a folder.

The *Three Pillars of Practice* are to be maintained, and you will be sharing these with your peers and tutors, so ensure that they effectively present and articulate your ambitions, abilities and true self. Please read the information about the Process log for further information.

## Schedule

This is the schedule for your Information & Systems classes. Outside of these times you are expected to be working independently and attending your other lectures and classes as set out in your timetables and on the BAGCD Stage 2 Moodle page. Any links or supporting information you need are on Moodle > Unit 6 > Information & Systems tab.

### Week 1

Tuesday 11.01.22 / 1000—1130 / Teams

Briefing presentation

Friday 14.01.22 / 1000—1300 or 1400—1700 / F204

Workshop 01: The ● Workshop (Translating Albers 01)

### Week 2

Tuesday 18.01.22 / 1000—1130 / Teams

Review, reflect, refine (Group seasons 1)

Friday 21.01.22 / 1000—1300 or 1400—1700 / F204

Workshop 02: The ■ Workshop (Translating Albers 02)

## Learning outcomes

Upon successful completion of this unit you will be able to demonstrate to an appropriate level:

- LO1** Apply core and specialist skills and experiment with medium and message. (*AC Enquiry, AC Communication*)
- LO2** Select, test and use appropriate methods in the production and presentation of your work; technical competence. (*AC Realisation*)
- LO3** Work in teams to discuss and reflect on work, observe its impact within increasingly complex situations and make new iterations based on this reflective practice. (*AC Process*)
- AC** Assessment Criteria: <https://www.arts.ac.uk/study-atual/academic-regulations/course-regulations/assessment>

## Required for assessment

It is important to show both your outcome and your working process in order to evidence the rationale behind your work. Your presentations should contain evidence of the following in order to meet the required learning outcomes:

- Research including reading material / visual references / visits to exhibitions
- Experimentation: form / layout / materials / mediums / processes / production
- Prototypes / tests / project development
- Clear evidence of finished work and your final outcomes

## Week 3

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*Tuesday 25.01.22 / 1000—1130 / Teams*

Review, reflect, refine (Group seasons 2)

*Friday 28.01.22 / 1000—1300 or 1400—1700 / F204*

Workshop 03: The ▲ Workshop (Converging Forms)

## Week 4

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*Tuesday 01.02.22 / 1000—1130 / Teams*

Review, reflect, refine (Group seasons 3)

*Friday 04.02.22 / 1000—1300 or 1400—1700 / F204*

Open Studio

## Process log

About	What to record	At the end of the Unit
<p>You need to find a way to capture your working process as you are working on a project. Ideally, you should be adding to this record of your process every day. This record is a learning tool and it will help you better reflect and refine your design process. As such it is a key aspect of your study and success on this course and developing good habits in recording your working process becomes increasingly important to your progress into Stages 2 and 3.</p>	<p>It is really important to capture all aspects of your workings. A sketchbook full of drawing, or a notebook full of notes, will not be enough on their own to capture the full extent of your learning.</p> <p>Please keep a record of:</p> <ul style="list-style-type: none"> <li>• primary + secondary research (into the topic or subject, chosen media + relevant processes, audience + context, relevant theories + perspectives, relevant practitioners + examples of their practice)</li> <li>• analysis, interpretation and insights related to your research</li> <li>• class workshops and activities</li> <li>• idea generation and sketching</li> <li>• prototyping and proposals</li> <li>• feedback from peers and tutors</li> <li>• reflective writing (record how and why you made your decisions)</li> <li>• missteps, mistakes and challenges</li> <li>• iteration and refinement work</li> <li>• production processes</li> <li>• final outcomes</li> <li>• your role in group work</li> </ul>	<p>Your process log is personal. While working on a project you may be asked to share it in class but the primary purpose of your process log is to communicate to you. However, at the end of the Unit you will need to draw from your process log in search of the evidence you need to embed into your assessment submission PDF. A Unit 4 assessment briefing will help you identify what to look for in terms of the assessment evidence you need to gather. If you record your working methods and progression little and often you will amass a very thorough record of your process to draw on. This unedited record will need to be cut down and curated into a condensed, more public narrative which communicates your working process to someone unfamiliar with your project.</p>
<p><b>Format</b></p> <p>We advise you to use one of the following tools to capture your process (these can be combined with notebooks and carefully organized folders and files on your computer):</p> <ul style="list-style-type: none"> <li>• A ring-binder or project folder of loose-leaf sheets</li> <li>• A well-organised sketchbook or journal (including written and visual material)</li> <li>• An archive box</li> <li>• A blog or organised online archive</li> <li>• Whatever format you choose for your process log, please bring your log with you to class to share your workings with your tutors and peers.</li> </ul>		