

Formative feedback

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Degree pathway:	BA Hons Illustration	Student number:	525084
Course unit:	Key Steps in Illustration	Assignment No.:	Four
Feedback format:	Video / written	Date:	5 March 2021

<https://tabithasillustrations.com/part-4-style/>

<https://tabithasillustrations.com/assignment-4/>

Part Four: Style

" The qualities of different drawing media and how they are used define the illustrator's visual language - their style. For many this evolves through getting a feel for the properties of different materials and being selective based on success and preference "

Key Skills Handbook, page 75

Overall feedback

This report captures the main points we discussed during your online feedback on Saturday 5 March, read this report along with your own notes. It is not a comprehensive account of our discussion, the feedback here focusses mainly on what has gone well and how you can improve your work in bullet point format. The online feedback was more in-depth and discursive so this report should compliment this.

Overall this is a good submission, I think you are building well on tutor feedback, you are much more confident and it is clear that you are enjoying the course.

As you know you are assessed using the following Learning Outcomes: Creativity (40%), Research and idea development (20%), Visual and technical skills (20%) and Context (20%). As you have successfully responded to all of the Project briefs and the Assignment I will feedback using this criteria.

Feedback based on Learning Outcomes

Use these learning outcomes as a guide and prompt, don't be a slave to each point as you will naturally develop these skills as you move through the course.

• Creativity

Employ creativity in the process of observation, interpretation, problem analysis, proposing, visualising and/or making; articulating independent judgements and a personal creative voice

- Good interpretation of the brief and sound understanding what you are being asked to do.

Action point - identify any gaps in your knowledge and undertake some preliminary research to deepen your understanding of the underlying principles before you begin working on the brief. For instance, if you are working on poster design try researching: 'what makes a good poster'. This will really help you when reflecting on the success of your illustrations because you will be able to look at your images along side the examples you have chosen and assess how well your work sits alongside the examples you have studied.

Action Point - Overall you show you can work to a brief, now you can really push your visualising, try to show your creative process - pictures speak louder than words here - I would like to see more versions of each idea, more experimentation with material and composition. I know you can do it and I think the time is right. I suggest that you pick a couple of projects to develop before assessment.

• Research and idea development

Source, analyse and assimilate research material and develop, test, and evaluate ideas in order to generate ideas and solutions

Overall we discussed how you need to push your ideas development and experiment more with ways of visualising your ideas, don't be afraid of going too far. Level one is a space to test out ideas and experiment, try out different ways of bringing ideas out into the world.

- Good visual research undertaken for Tools and Materials for the illustrators: Susanj, Booth, Alvarez and Seno. Your choices are interesting . I would like to see you investigating the range of marks in your own work - try to action some of the things you have talked about in your learning log and physically explore some of these techniques. You produced two images that show lots of potential but you stopped too early. This illustration deserves to be developed further - try exploring different techniques that these illustrators use, using only pencil. Exploit the potential of the pencil!
- Research can stimulate your creative thinking and help you to develop more varied ideas. Your thumbnail drawings are great, more preliminary research will help you to develop more ideas and to stimulate ways of developing these ideas further. Keep on challenging yourself:)

- Particularly strong were the ideas that you produced for the museum posters brief as you considered how to appeal to different audiences. A visual communicator needs to view their own work from the audiences perspective, use research to help you. Also it's a good idea to test out your work with other people as a way to see if it communicates as you intend it to.
- It is good to see you thinking beyond the obvious and generating some more radical solutions like the 3d Hieroglyphics for teenagers - you could do some gathering of visual research to get a feel for the type of visuals that teenagers are visually attracted to (we discussed K pop). We also discussed the purpose of a poster - that it needs to attract interest from the intended audience, it has to visually speak to them and communicate a message quickly. So it is worth developing this idea more.

- **Visual and technical skills**

Use visual skills in visualising, making and presenting, and materials, techniques and technologies to communicate ideas and information

- Satisfactory use of visual and technical skills shown in part four although I think this is an area you need to improve upon as using visual and technical skills are central to developing your visual language and "Style".
- Action: More experimentation and trying out different ways to communicate diverse ideas.

- **Context**

Exercise awareness of appropriate historical, critical, professional and/or emerging contexts, debates; be informed by underlying concepts, principles and working practices; and use critical and reflective skills to support a self-directed and sustained personal and/or professional position

- Again, your study of illustrators for Tools and Materials is good. ~Build on this by looking at the work of other illustrators alongside the work you do for each project. Think about how they visually communicate to different audiences, about their use of style (visual language).

Sketchbooks

You are using your sketchbook to generate ideas in thumbnail form and think through the brief. Sketchbooks are experimental spaces for you to gather and collect material and to explore ideas. Any-time you have ten minutes you could draw something from around your home, one guy I found drew the same object for a year as an experiment. Ideas can also come from playing with and experimenting with ways of drawing, different materials and techniques and by exploring composition and colour too. (We discussed [Daniel Eatock's](#) felt tip pen drawings).

For Part five I would like to see you explore a way of digitalising your sketchbook please. This would be good trial before assessment. Try filming the book whilst turning the pages -you might have to ask somebody to help you. Or some other way would be fine if you have a better idea.

Assignment

<https://tabithasillustrations.com/assignment-4/>

Assignment four is a chance to show off what you have learned so far about **Style**: Tools and materials, audiences, editorial illustration, distortion, character development (optional). You have been asked to show off your developing style and use of tools and materials. This is an open brief, your research has enabled you to identify a subject and an article to illustrate.

You have understood the brief and produced an illustration of a mask that we are all used to seeing over the last year of this pandemic lying on the ground abandoned. It's good that you are tapping into the shared experience of this although I'm wondering if you run out of time? I am sure you would have done more experimenting if you had enough time.

I am not sure which article you are illustrating, It is important to see how you are interpreting the text. An editorial illustration always sits alongside the text - I agree with you when you say that you realise that some time looking at editorial research would have been a good idea.

It would be good to see you exploring more ideas before deciding on the strongest as well as different tools and materials.

Try producing a mockup showing the illustration alongside the text.

Other actions to do leading up to assessment.

- Find out the deadline for submission of work for assessment.
- Do you want to go for the July deadline or the November deadline? If you decide on the November deadline you can start the next unit before assessment and this will give you more time to prepare for assessment.
- Submit your work to me for feedback on **Wed. 7 April 2021** as I have to get your report back to you by **20/04/2021**.
- Read the document "Preparing for digital assessment" - most answers are in this document.

Assignment Schedule

The following schedule sets out a pace of study that suits you, and within the overall time-frame of your course end date. These dates can be negotiated with your tutor.

Contact *Learner Support* learnersupport@oca.ac.uk if any personal or health issues begin to impact on your ability to study, or *Student Advice* studentadvice@oca.ac.uk for queries about study resources, time frames, finance and funding, or any general enquiries.

Assignment One	Completed
Assignment Two	Completed
Assignment Three	Completed
Assignment Four	Completed
Assignment Five	Wednesday 7 April 2021
Course end date	20/04/2021
Summative Assessment	February / July / November [Identify which assessment student is aiming for] Link to current deadlines?