**GROUP TUTORIAL: Feedback and Reflection (WIL)**

This is a Work Integrated Learning (WIL) experience that provides an opportunity for you to be immersed in your studio practice and receive feedback about your practice from experts within the arts industry. In the School of Art, all your lecturers are practicing artists. This means that when you receive feedback from your lecturers, the feedback is from arts industry professionals. This process is integral to your learning experience and is an important part of preparing you for the role of professional practicing artist.

**Name: Luke Jones**

**Date:**

**Studio/Workshop Class:**

**Presenting your artwork**

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| n/a – artwork unable to be presented at university forum. Presented idea and concept drawings. |

Include images here of the artwork you brought to the group tutorial.

**Describing your artwork**

*Brief, objective description of your work*

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| **Waterboarding of figure / distorted presence.**  |

*Key words*

|  |  |  |
| --- | --- | --- |
| ***Online identity*** | ***Ideological*** | ***Ethics*** |
| ***Veiled***  | ***Disfiguring***  |  |

*What were your intentions? How did you realise them? Why were you investigating them?*

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| * *Defining borders between ethical and un ethical*
* *Presentation of offensive or intimidating material*
* *Subjection of self to danger (potential)*
* *Reflection on online identity and notions of self.*
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**Recording the feedback from your lecturers and peers (artists, exhibitions, readings, insights)**

*What did the feedback reveal about your work?*

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| * Difficult to present this work
* Confronts barriers of ethics, consent
* Potentially endorses material
* Might have to pursue another medium of fleshing out this idea
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*Record the names of artists that were recommended for you:*

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| * **Circada 3310**
* **Mickey mouse / children pioneers**
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*Record any exhibitions and/or texts that were suggested for you:*

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|  |

**Responding to the feedback from your lecturers and peers**

*Outline themes, motifs or ideas the feedback suggested for further development.*

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| * **Could respond to the nature of monestisation online and its impact, aswell as the tools for engagement and their role/impact**
* **Speaking to the online experience**
* **Toxic – psychological harm ; speaks to the presence of the screen and response to online forums**
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***Furthering your art practice***

Include, where appropriate, further visual representation: *ie. student Images/ reference images/ in-process images/ diagrams etc.*