

大学艺术设计专业基础教学丛书

交换教学

2EXCHANGE

THE EXCHANGE COURSE BETWEEN GAFA AND MMU

广州美术学院与曼彻斯特都会大学交流课程

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交换教学

琼·碧窠 尼克·弗莱明

国际交换教学是一个富于挑战性的项目，它把你带离你所习以为常的环境，而且你身边什么常规的道具都没有。你感到有一种隐含的使你倍感压力的要求，人们期望你能提供和全球的背景相关的有价值的东西。

这一挑战使你精疲力竭，你在大量地付出的同时你也在获取，并且收获颇丰。

交流项目的回报是巨大的。你要考虑在一个完全不同的文化背景中实施运用你自己的教学法并且得到反馈，这为全球性的学分转移开发潜在的可能性。

你要去检验和思考你的教学法并把它转变成非常明确和简洁的东西，使这些内容能够被翻译出来并被吸收。这种经历为你作为一名教育工作者的自身实践提供了许多有价值的知识，而这些又可以帮你重新体味最根本的问题。

这次交流为我们提供了一个在完全不同的教育体制下试水和体验的机会，通过第一手的内部观察，我们发现双方在教学的时间表、场所、设施和体制结构方面有许多不同之处，但是在我们的未来的愿景和目标上也找到了许许多多相似的和共通的基础。

交流活动使我们已经建立起来的友谊，我们在未来的计划和合作方面所共同抱有的兴趣和希望得以延续。

除此以外，我们还得到许多额外的文化体验的乐趣，从风景名胜到奇特有趣的普通事情。

2008年6月

TEACHING EXCHANGE

Joan Beadle + Nick Fleming

Teaching exchanges are challenging-they take you out of your comfort zone and leave you without all usual props. There is an implicit and daunting requirement to provide something of value and relevance in a global context.

They are exhausting you are giving on a grand scale but you are also taking and there is plenty to take.

The rewards are immense-To consider your own educational methodologies functioning in and gaining feedback from an entirely different cultural context generating potential for globally transferable education.

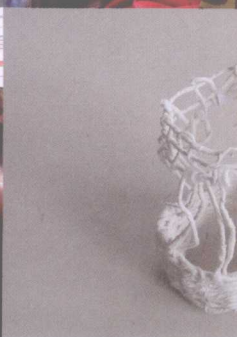
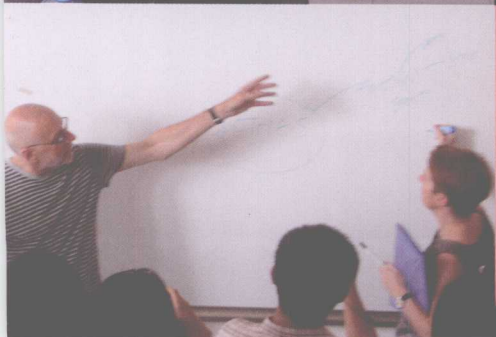
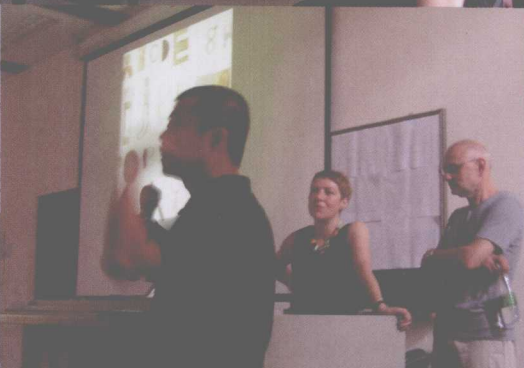
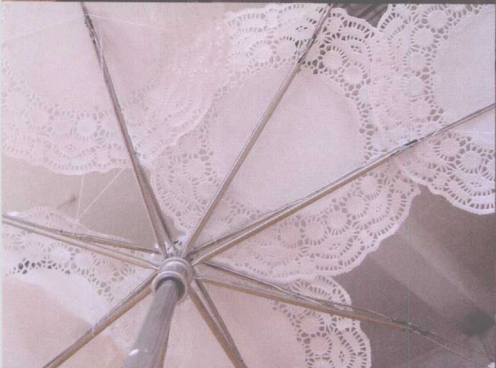
To examine and reflect on your teaching methodologies and turn these into something very tangible and succinct, something which can be translated and absorbed. This experience provides many valuable insights on your own practice as an educator which can be taken back to base and employed anew.

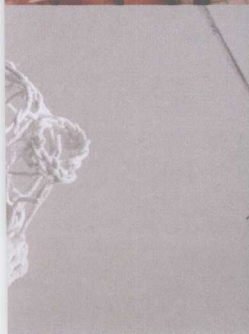
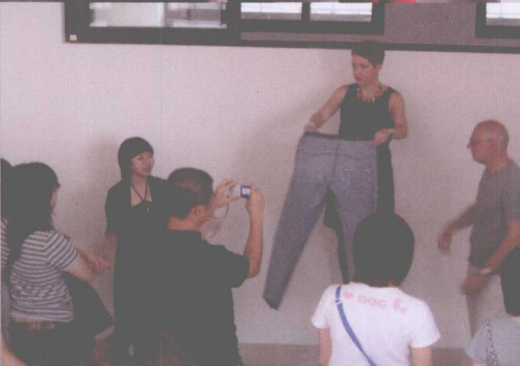
The opportunity to dip a toe in and sample an entirely different educational system, to observe at first hand and from the inside-The timetable, the spaces, the facilities, the institutional structure, discovering many differences but also many, many similarities and common ground in our future visions and aims.

The lasting friendships we have made, our shared interests and hope for our future plans and collaborations.

All this with the many additional delights of the cultural experience gained, from the grand sights to the curiously interesting ordinary things.

June, 2008





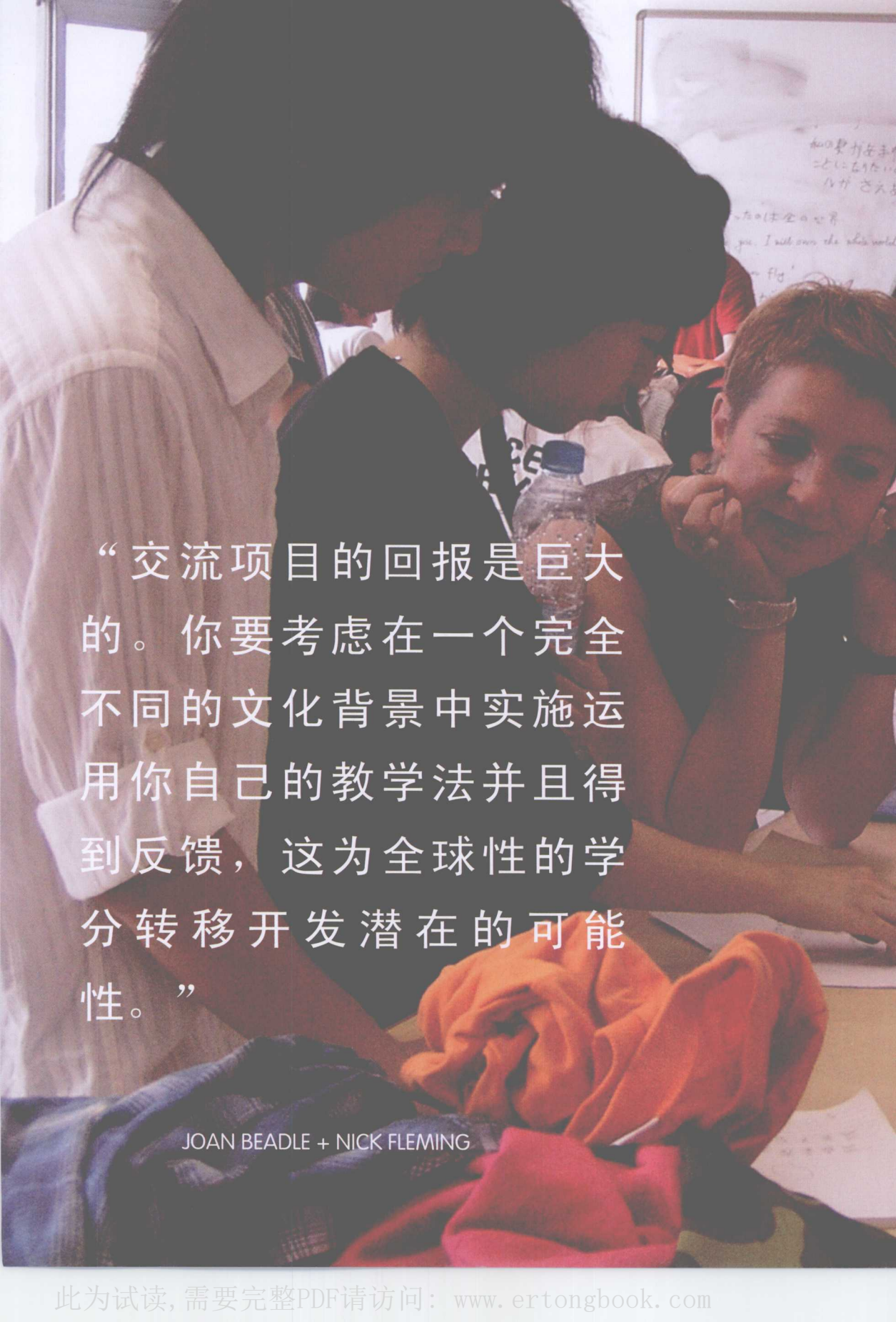
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在广州

IN GAFA



“交流项目的回报是巨大的。你要考虑在一个完全不同的文化背景中实施运用你自己的教学法并且得到反馈，这为全球性的学分转移开发潜在的可能性。”


JOAN BEADLE + NICK FLEMING



UNDO-REDO

JOAN BEADLE + NICK FLEMING

"A project involving the breakdown, deconstruction, and reconstruction of everyday objects through an exploration of their physical, and visual properties."



拆散—重构

“这个课题是通过探索物象本身的自然属性和视觉呈现，来完成拆散、解构和重组的进度计划。”



在线图文: www.yhph.com
47410501 (总店) 40882853 (分院)

PROJECT FOR GUANGZHOU

Joan Beadle + Nick Fleming

UNDO-REDO (WORKING TITLE)

A project involving the breakdown, deconstruction, and reconstruction of everyday objects through an exploration of their physical, and visual properties.

AIMS

To explore numerous creative strategies simultaneously looking at links between working methods

To creatively and visually analyse objects - How we read their appearance, function and association and consider how we might "think differently" about them.

To deconstruct and reconstruct physically and creatively

To investigate the meaning and associations of their materials/construction

To re-examine the potential of recycled ideas and materials of these objects

To emphasise the importance of process and discovery in relation to end product

To emphasise the positive elements of working on a large group project and the benefits of interaction with peers.

To introduce students to Artists and designers working with related approaches

PROJECT OUTLINE / STRUCTURE

Each student will be asked to bring in two items of discarded clothing to use on the project.

INTRODUCTION -(Aims and Context)

Introduction to the broad aims of the project both practical and conceptual.

PowerPoint presentation- looking at the work of artists and designers with particular relevance to the project.

UNDO/

Analysis— Exploring the individual items —looking and thinking- exploring the particularity of each item its history and context.

Exploring the broader context of clothing and its psychological, cultural and historical significance- looking at- just what it is that constitutes the wearable.

Exploring the language of clothing and the use of words to describe different elements and qualities.

Students encouraged to cross-refer throughout.

Deconstruction— The Physical, conceptual and meticulous taking apart of the items. Explore methods of deconstructing the actual materials that the items are made from.

Recording Methods e.g. Photograph object prior to taking apart, and at all stages during deconstruction.

Documenting every aspect of the process of deconstruction and the discoveries made using all available means photography, drawing diagrams, photocopies, impressions etc.

Make arrangements of all the various elements observing links, idiosyncrasies, and material qualities, in order to reveal and develop their creative potential for reconstruction.

REDO/

Reconstruction

Begin to reconfigure selected elements drawn from the previous research and analysis.

Consider these new constructions in relation to the figure through processes of testing and adjustment.

Recording — photograph and video results as wearables using movement, lighting, projections —photograph details and combinations.

These constructions can again be redefined through this process of recording.

In essence the students brief is to conduct a thorough investigation of a second hand item of clothing, Exploring its Context, History and Physical qualities, and then to radically deconstruct the item using both conceptual and practical methods.