

SELF EVALUATION

Photographs need to be evaluated in terms of their **physical** aspects (form, appearance, technique...), the **emotional** aspects (relationships, evocativeness, resonance...) and the **conceptual** aspects (subject, content, ideas...). There is no real starting point here because this is a Cycle of Creativity where each discipline feed the others.

Write these three words and write at least a paragraph on each: **Physical, Emotional, Conceptual**. Please refer to the **THREE DISCIPLINES** document for a greater understanding of how these terms are being used and how they fit into a larger philosophy of photographic art.

If one of these disciplines is not really happening yet then you can say that. Part of the evaluation process is to find out what aspects of your photographs are the weakest so you can apply more attention to that in the next round.

Physical [Form]

How the photographs look and how they were produced is the easiest part to explain. Describe any visual or technical tools that were used to make the shots more dynamic and more mysterious.

Emotional [Impact]

Storytelling is also a good way to see the emotional value in photographs and to see how much we share with each other. Tell us how you respond to the pictures, and how they make you feel. Tell us if they make you think of something in a new or different way. Tell us if they conjure up any personal memories and share those stories with us.

Conceptual [Content]

This is where you investigate the photographs for content that is relatively consistent throughout each group photographs. In the beginning of semester you should look at everything and shoot everything you see. As we progress through the semester you should start organizing your photographs into groups so they convey a more specific meaning.

Whatever you do, do not give a laundry list of what the photographs are pictures of. We can learn that by looking at the photographs themselves. We want to understand the *motivation* behind each shot, what inspired you to take these photographs.

Include one or two images in this document that you consider your best from the Preview Critique.

Please submit your Self-Evaluations in MS Word format, with a header as follows:

your name

Class Name, Class Number, Self-Evaluation, S15

and name the file in a similar manner:

your name_self evaluation_ Class Name _S15.docx

Write it like you would any other document in a University. Spelling and grammar do count. Please use a standard font with spacing set to 1.5 lines. Set the magnification to 125%.

ADJECTIVES FOR ATTRIBUTES

ADJECTIVES

Make a list of adjectives that describe the attributes of your work. Collect some from the Physical discipline (formal qualities), some from the Emotional discipline (levels of communication), and some from the Conceptual discipline (theoretical or organizational methods). Three of each would give you a list of 9. Five of each would be better, yielding a more comprehensive list of 15 terms.

EXTRAPOLATIONS

Take this list and consider how to take them out to a logical conclusion. Or an illogical conclusion! One way to do this is to look up these terms in a real dictionary printed on paper. The advantage to this is that you will not only look up the terms, but you will see many other words that are related by meaning or just by sound. Many great ideas can come from these related finds. Find definitions that are as far away from the expected definition, then find extrapolations from these terms. Research the Latin or Greek roots of the words and follow those trails as well.

OPPOSITES

Return to the initial list and find the opposite terms for each. And perhaps find opposites for the extrapolations. Sometimes it is valuable to find other ways of working. Do this whenever you find yourself doing the same things repeatedly. Make work based on these opposites. They will either give you new ways of working or convince you that your original methods were indeed good for you.