I have discussed with my tutor about my work. Here are some of her comments and suggestions

- mercare in Veganism, Vegetanianism Animal welfore increasingly important Laws about animal nelfare eq. Welfare is a positival issue, cost issue - (meat is more expensive if high-welfare & Aim? Design. Other effects of the meat industry. - anti bistics To make procen of - wasted water lenergy BUYING / COOKING / EATING meat so that it can - dif wasted animal parts. be valued as the Precions Muximy it is - discases passed from meat to humans "Mad cowdiscase" -HEALTH - Supermarkets pressure formers for low prices Film - Gunda (Pig) Toaquin Phrein - changes to the landscape / contrys de prianse of industrial farming THIS IS WHAT Scarth on Guardian website. 400 WANT 70 EAT EXPLORE Film 'MGuths' about pig - ent energling principle also recipes bee Fergus Hendason - chef Nose & tail eating ANMARS AS PART OF OUR ELONOMY SOLEFIC HEALTH

Speed Dating for Project Progress and Research Workshop

Project Title: Animonly Wetfare	Your Name: Mingyah
Summary of the project:	
I want to reconsidering about animals' wetfore	is because I noticed
that less people care about animaly right in the developed society. We can buy different kind	D long land
in the supermarket that with a bar code on the situilar to the other product. The efficiency los	a partion that >
aroundly but only considered about energy hea	the not cease about

Briefly explain the project to each partner, ask for feedback, ideas and research references.

Partner 1	Partner 2	Partner 3
	"Drowing For Product	GREEN DESIGN VOL Z
	Designers "	
	"Natural Capitalism: Creatu The Next Industrial Revolution"	0
Shops / suppliers		
Partner 1	Partner 2	Partner 3
-Manufacting		
-Mardonard		
-hourse heart (diseases)		
Museum / Gallery / Exhibition	to visit	
Partner 1	Partner 2	Partner 3
london zov	Naturel Mistory	
	museum	
Websites / blogs / online reso	urces	
Partner 1	Partner 2	Partner 3
Farebook (Activist)		U.S.D.A.
K		
	WWF Slaughter houses	

LVK

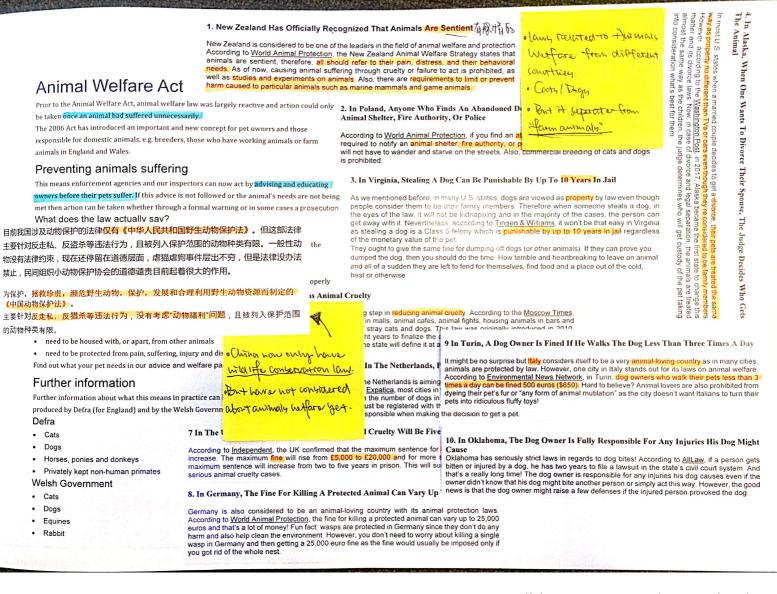
Nat Geo Wild

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	leos (incl. Instructables videos / I	the second se
Partner 1	Partner 2	Partner 3
Not Geo Wild		
	the second second second second second	
Designers / Artists / Archite	cts	
Partner 1	Partner 2	Partner 3
Fats materials, by		
FULLS MULLING WILLS, BUJ		
D		
Designed products / existing		
Partner 1	Partner 2	Partner 3
	- which the main a	
	" an at sach	
		•
a de transme	Recht March 1985	
	and a second second second	
Non design references (e.g.	. scientific info / music / psycholog	
Partner 1	Partner 2	
	i araior z	Partner 3
		<u>.</u>
		aller i serie
		aller i . An fa a
Questions to ask specific pe	eople, and who to ask	
Questions to ask specific per	Partner 2	Partner 3
Questions to ask specific per Partner 1 butcher's shop.	Partner 2 RESTAURANTS	Partner 3
Questions to ask specific per Partner 1 butcher's shop.	Partner 2	Partner 3
Questions to ask specific per Partner 1 butcher's shop.	Partner 2 RESTAURANTS	Partner 3
Questions to ask specific per Partner 1 butcher's shop.	Partner 2 RESTAURANTS	Partner 3
Questions to ask specific per Partner 1 butcher's shop.	Partner 2 RESTAURANTS	Partner 3
butcher's shop.	Partner 2 RESTAURANTS	Partner 3
Experiments / tests to do Partner 1	Partner 2 RESTAURANTS SUPERTARKETS	
Experiments / tests to do Partner 1	Partner 2 RESTAURANTS SUPERTARKETS Partner 2	Partner 3 Partner 3
Experiments / tests to do Partner 1	Partner 2 RESTAURANTS SUPERTARKETS	
Experiments / tests to do Partner 1	Partner 2 RESTAURANTS SUPERTARKETS Partner 2	
Experiments / tests to do	Partner 2 RESTAURANTS SUPERTARKETS Partner 2	Partner 3
Experiments / tests to do Partner 1	Partner 2 RESTAURANTS SUPERTARKETS Partner 2	

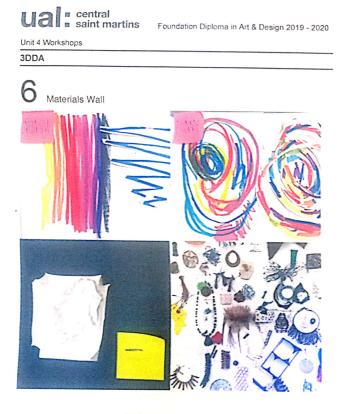
Email p.moon@csm.arts.ac.uk and see Moodle for details of group sessions.

In China, there are not enough rules for animals. There are no specific laws for animal welfare.



I did some research on animal welfare and laws. There are many laws for dogs and cats, but different for farmed animals.

Miniature workshop



Workshop Description

This workshop will help you to explore your project in an abstract way and start using the 3D workshops. By the end of the day you will have a selection of test pieces and experimental outcomes in a variety of materials.

Step 1.

Choose three descriptive words that you feel encapsulates your project and add these words to the post it notes provided.

Step 2.

In your sketchbook, produce an abstract sketch in response to each chosen word. You will need to produce at least one sketch for each word that you have chosen. Add the post it notes to your sketchbook next to the drawing.

Step 3.

Choose three materials that you could employ to create abstract or experimental responses to each drawing. Write this material on the Post it notes. Choose three different materials to work with. Consider using found materials, workshop off cuts or very simple materials. You may wish to go to the Pound Shop and buy materials there. Remember to take photographs in the workshops.

Step 4.

At 4.00pm, as a group we will work collectively to make a materials wall for Unit 4.

What next?

- Take photographs of your outcomes on the materials wall.
- Take photographs of materials and processes that you admire and would like to try.
- .
- Take photographs of materials and processes used. Take photographs of the entire materials wall. Makes notes in your sketchbook outlining the materials and processes used.
- Use the library to find books on materials and processes that interest you.
- Reflect on this activity on Workflow on your Contextual Practice page.

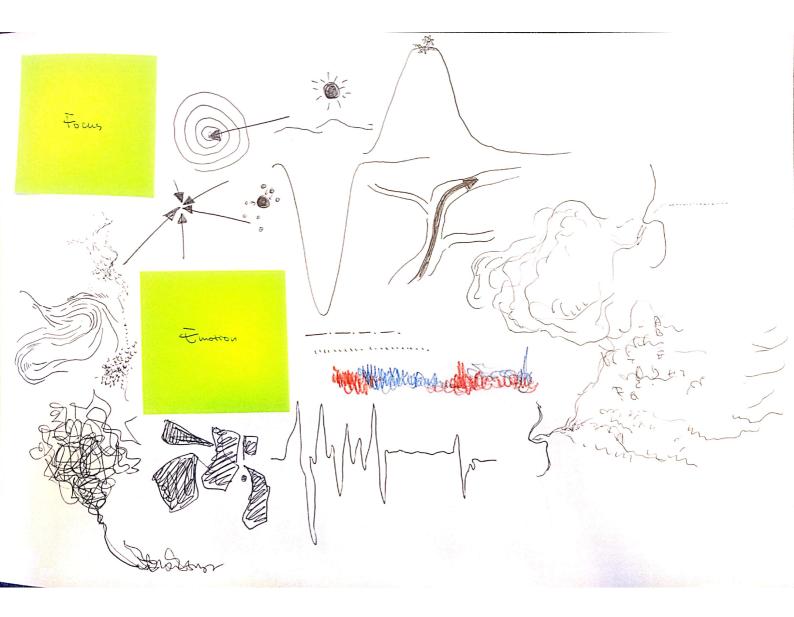
Workflow Documentation

Please remember to document any notes, discussion and photographs relating to this workshop. Upload all of the information from this workshop to your Contextual Practice page on Workflow. Write a paragraph alongside the images, reflecting on the exercise. Consider the following:

- · Did the workshop highlight any aspects of my project that I had not considered?

Did the workshop change the direction of my project?
Did the workshop suggest new techniques or directions that I might adopt? Did I find that working in a group helped to improve the momentum of my project work?

Additional tutorials to develop your study skills are available with Pauline Moon Email p.moon@csm.arts.ac.uk and see Moodle for details of group sessions.





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I went to nearby shops to find cheap and sustainable materials.

I dound that Second hand to g shop near our show. So I went to there hand some nationals. I dear it is there that that the character. I also went to save the character. I also went to save the character. I also went to save the dour atter. I also wen These hortes above are made by mycerf. I fear it (if its above are exploring the way hav to use the materialy. Material wall



other students also made very excellent northis by using vanish of nationally. I feel it is grote respired and see lots of possibilities

It books extremely unce when displayed on the way.

5

My own experience on materials.



Ual central saint martins

Foundation Diploma in Art & Design 2019 - 2020

Unit 4 Workshops

3DDA

5 Research Analysis Workshop

Workshop Description

This workshop will guide you through a few techniques for organising, analysing and reflecting on your research. You can come back to these techniques at any time during the project, or adapt them to suit your individual working methods.

Get ready

This is a group workshop. Each student should bring 10 printed secondary research images. Place students in peer learning groups of 4-8 individuals whose themes or projects have something in common. Each group should have some large paper and pens. (If you are doing the workshop independently follow the instructions below using at least 30 images from your secondary research)

Task 1: Identify themes (Working together as a group)

1. Mix up all your images. Now group them into as many different themes as possible.

 Themes could be led by visual appearance (e.g. natural surfaces, bright colours) meaning or interpretation (e.g. traditional, precious) or materials (e.g. industrial, textile).
 Record each group of images as a theme before you reorganise them. Themes may

have only 3 or 4 images, or they may be very large. Identify as many themes as possible.

On Workflow and in your sketchbook

- Take notes and photographs of the themes that interest you most, reflect on what you are interested in and explain why
- Share information about your research references with your peers. Write down details
 of their references so that you can research them independently
- Add new research references to your bibliography
- Gather your individual research into themes for your sheets / sketchbooks
- Respond to new themes with drawings / ideas

Task 2: Sliding Scales (Working together as a group)

- Mix up all your research images again. This time you are looking for possible scales on which to arrange the research references. What are the 'more' or 'less' judgements that you can make? Are there opposites that you can see?
- 2. Try to re-arrange the images on several scales, e.g. Hardest to softest, oldest to newest. Arrange the images from most to least on the scales that you identify. Place the images where you think they belong on the scale. There may be busy clusters or big gaps which show you the areas that the researchers (the students in the group) found most / least interesting, or easiest / hardest to research.
- Combine two scales on an X and Y axis to give a more complex layer of interpretation, see the example below.

On Workflow and in your sketchbook

- Where on the scales do you want your work for the project to 'fit in'? This will immediately help you define your intentions and later on it will help you to evaluate your ideas / outcomes
- Gather your own research images into sliding scales. Identify the area that you want to focus on. This will help you to focus on the research that interests you most.



Highest cost

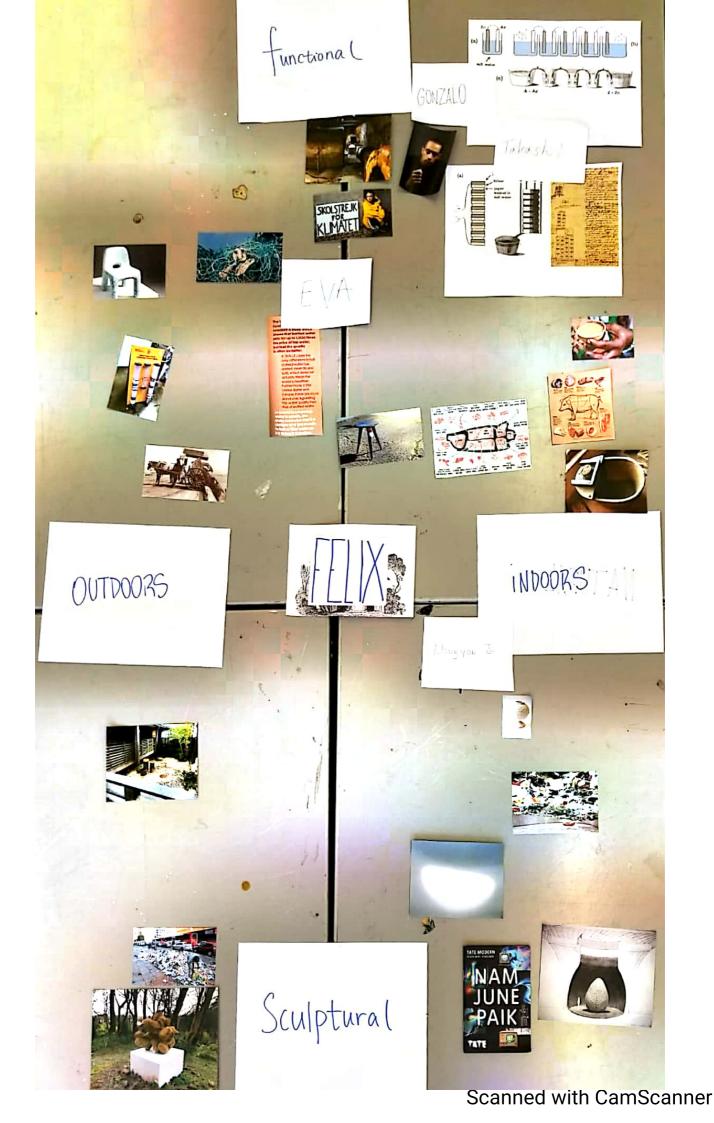
Workflow Documentation Traditional

Please remember to document any notes, discussion and photographs relating to this schedule on your Contextual Practice page on Workflow. Consider the following: Did the workshop highlight any aspects of my project that I had not considered? Did the workshop highlight any new interpretations of my research? Did the workshop help me identify new areas to research?

Did the workshop change the direction of my project?

Did the action plan encourage any new techniques or directions that I might adopt?

Additional tutorials to develop your study skills are available with Pauline Moon Email p.moon@csm.arts.ac.uk and see Moodle for details of group sessions.





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