Week-2 20/FEB/2025



KILLING RHYTHMS (with Kaiya Waerea) Cicely, Henry, Ken, Neyomi

Unit1-5 Methods of contextualising

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Goals for Week Two

Printed Documents Reimagined, Reassembled & distorted

By interacting With it making it Translate abstract Frustrations into Discomfort

01 / making the institution/context more explicit and present in the methods.

02 / thinking through how the audience will engage with the publication. replicating the feeling of discomfort & difficulty felt reading the website into the physical.

03 / exploring further with weaving as a practice.

01 / we put together an excessive number of weaved pages and turned it into a concertina. It becomes a performance of frustration, a physical manifestation of time lost in the waiting and the seeking of help. It feels like a never ending process.

02 / erasure of agency: as the deeper they go, the more uncertain the process feels.

03/ failure of language: bureaucratic text dissolves into abstraction, leaving nothing concrete to hold onto.

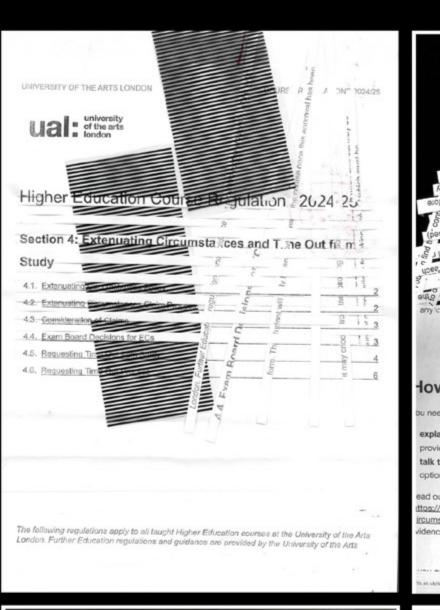
01 / bureaucracy is often an invisible burden, something experienced in isolation behind screens and paperwork.

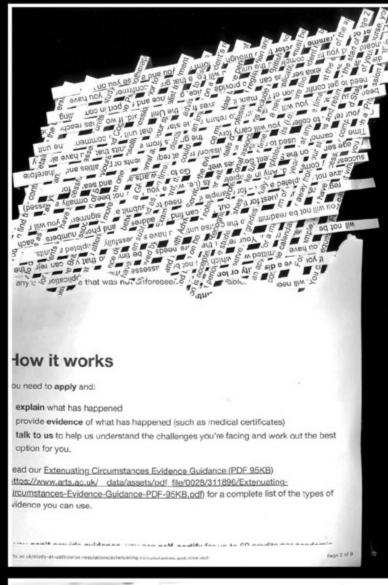
02 / thus, the performance attempts to mimic the difficulty of the document into something chaotic, uncontained and impossible to ignore.

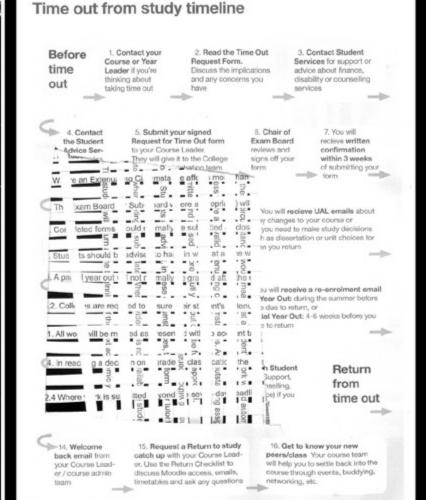


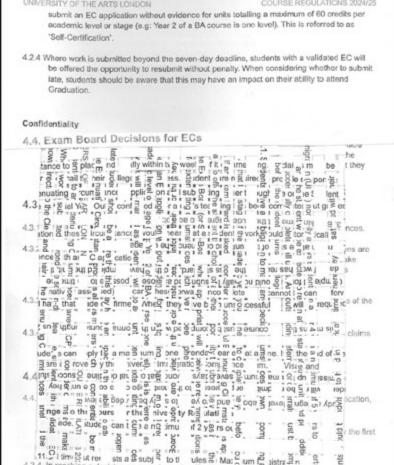
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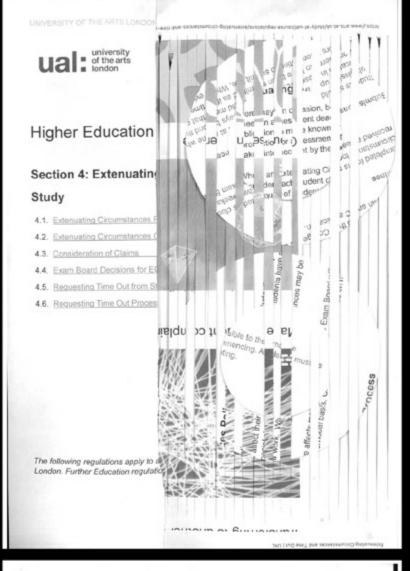
Process-1

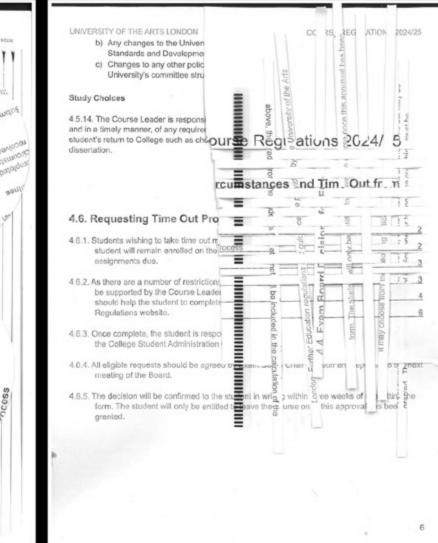


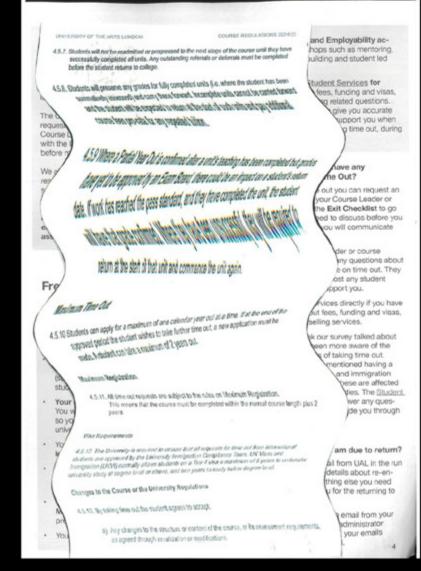


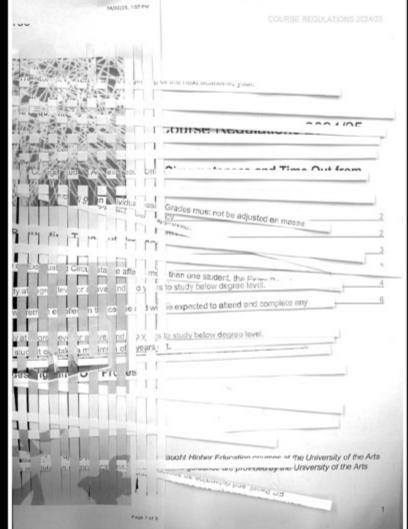


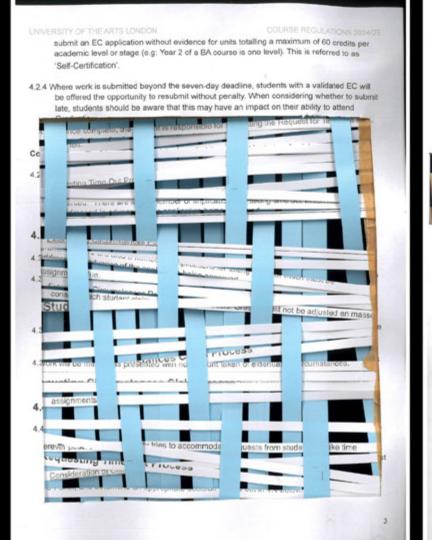












Changes to your course and **UAL** regulations

All courses in the university are regularly reiewed and revalidated. If you take time out the ure and/ or content of your course might change. UAL's regulations and policies are also regularly reviewed to ensure they are fit for urpose, and these might also change while you

It is your responsibility to make sure that you souss the implications of taking time out with our Course Leader or Tutor. By signing the form



Have you taken time out before?

If you have taken time out in the past, you may mum registration period, which is the normal ourse length plus 2 years (e.g. a standard -year BA course must be completed within 5

num registration period (the normal course length plus 2 years).

Do you have any outstanding work to Time out cannot be used to avoid resubmission

repeat requirements or penalties and is therefore normally only approved for students who have successfully passed all units of study to date. If you have not completed a unit - for example

if you need to resubmit an assignment - we recommend that you complete the unit requirements before you start your time out. You will have to return to the start of any units that you have not completed.

Are you studying on a visa?

national students who hold a Tier 4 or Student Route visa and EU/EEA/Swiss students who have a Student Route Visa should be aware UK Visas and Immigration (UKVI) usually allows students to study in the UK for a limited time.

- Courses below degree level: 2 years
- Courses at degree level: 5 years Courses above degree level (postgraduate
- courses): no time limit.

If you have taken time out in the past, or if you have had to repeat any units, this may affect your eligibility for a visa and therefore your eligibility to take time out. In addition, taking a year out may affect your ability to undertake higher-level study.

If your request for Time Out is approved, (UKVI) and your visa will be cancelled for the luration of your Time Out. You will need to apply for a new visa to continue with your studies and return to the UK. The Student Advice Service can advise you through this



brief and a new submission deadline. Where use stude.... submission will be marked without penalty.

4.4.3. Where a student fails or fails to resubmit after requesting a deferral opportunity under 4.4.2 above, the grade from the student's first attempt will be included in the calculation of the

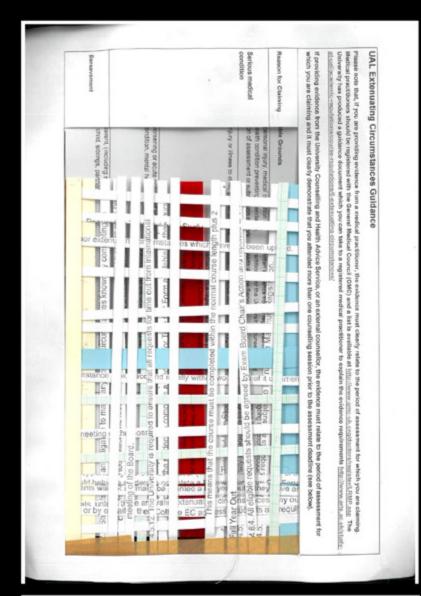
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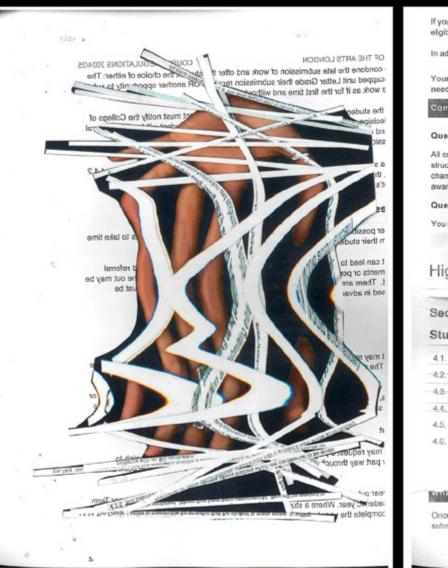
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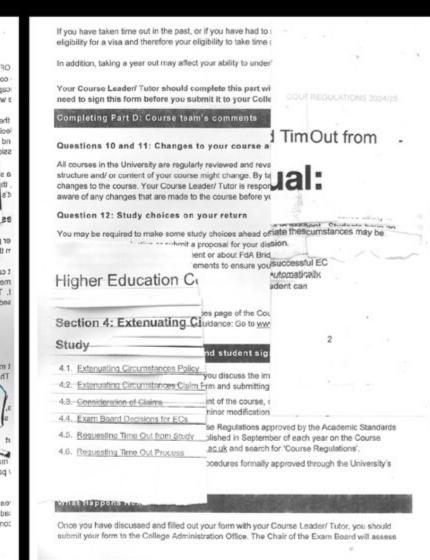
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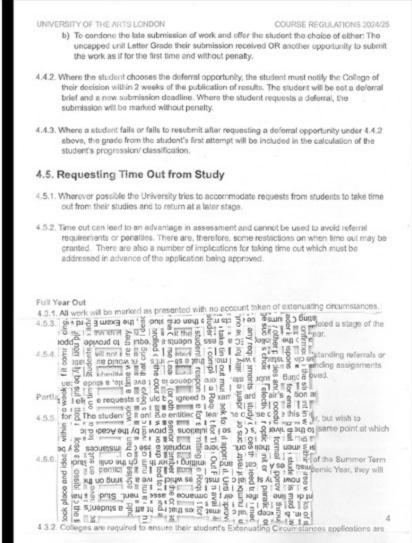
Process-2

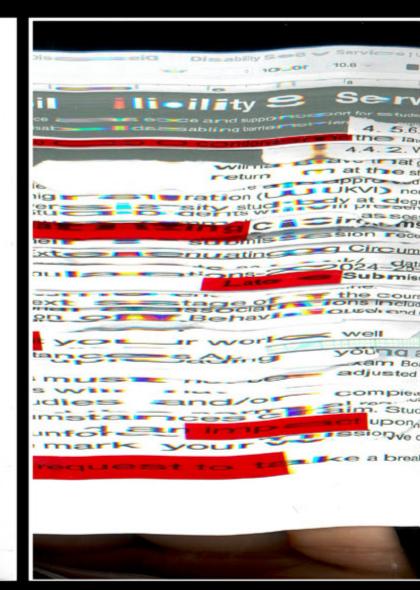


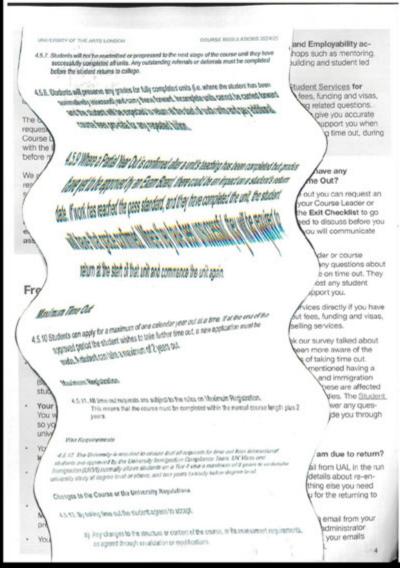




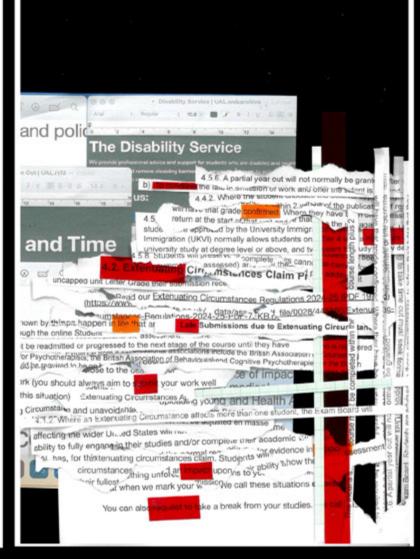












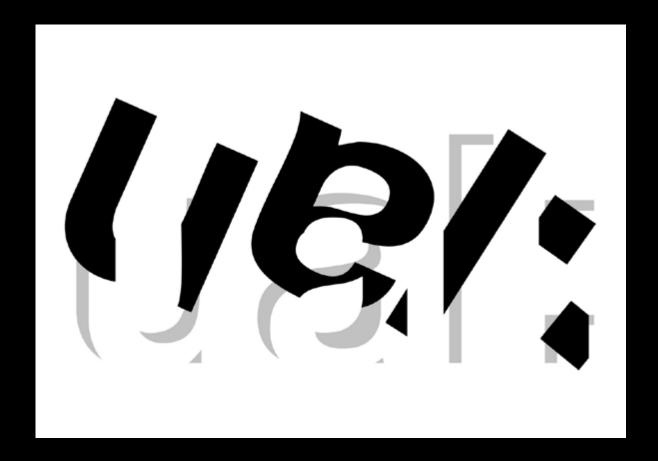


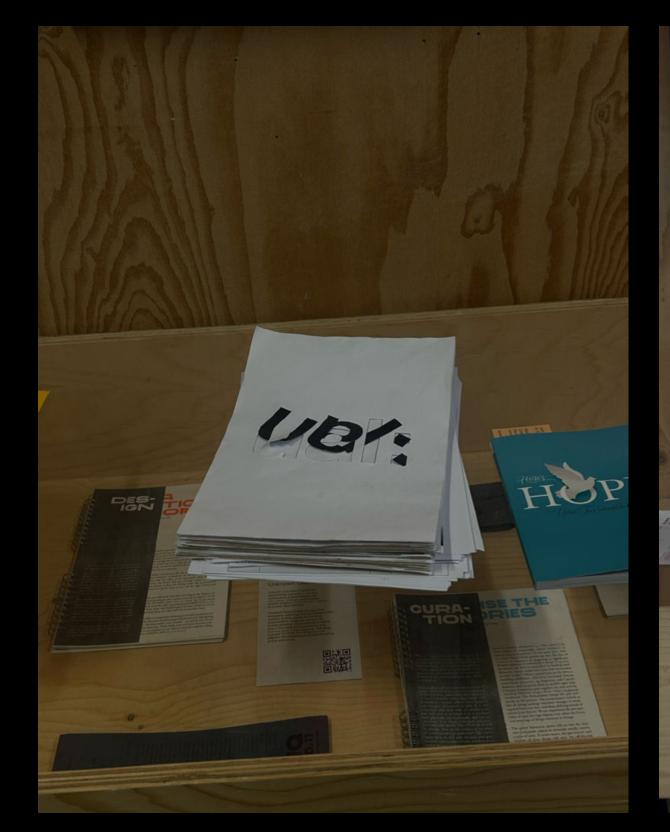
We continued to experiment with visual representations, trying to twist, distort, and visualize the chaos and complexity of the documents in forms that were difficult to read and understand.

In the process, we complete rounds of iterations by deconstructing and weaving the documents, then combining and printing them into new documents. We attempted to restore the documents to their original form through weaving and deconstruction.

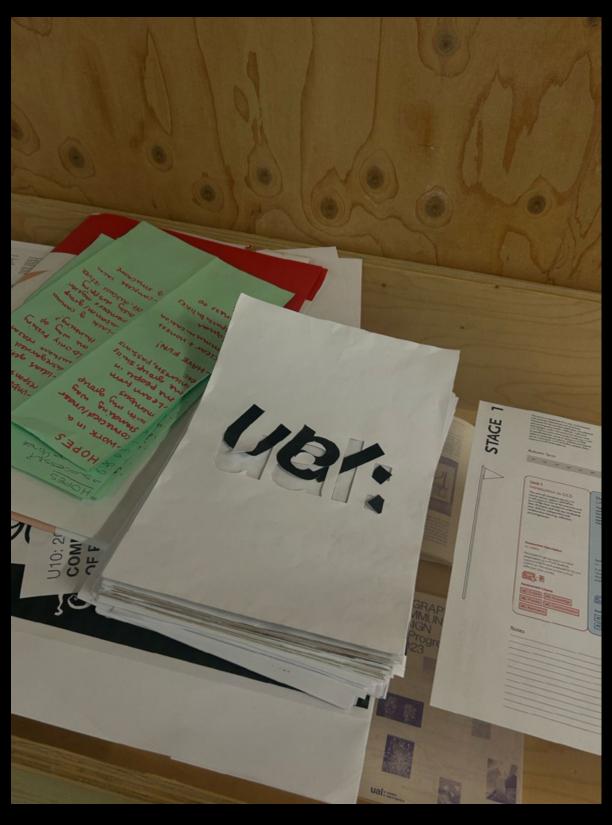
In the end, we put all these 'new' documents together in a collection, like a concertina, and reweave the UAL logo because it's not what it looks like, and behind it is a long list of rules and regulations that are sometimes not very humane or very reasonable. It's long and difficult to understand

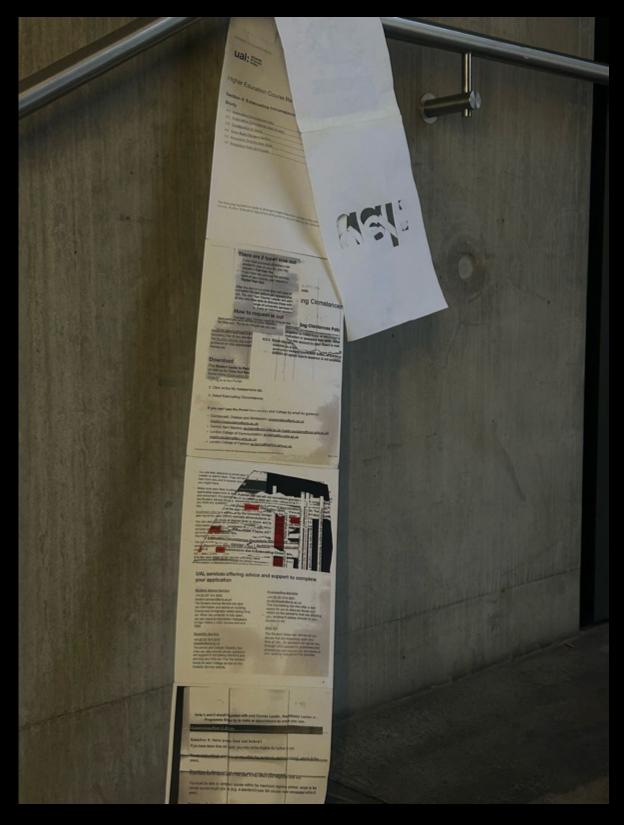
https://youtube.com/shorts/yGiC_ApS28w





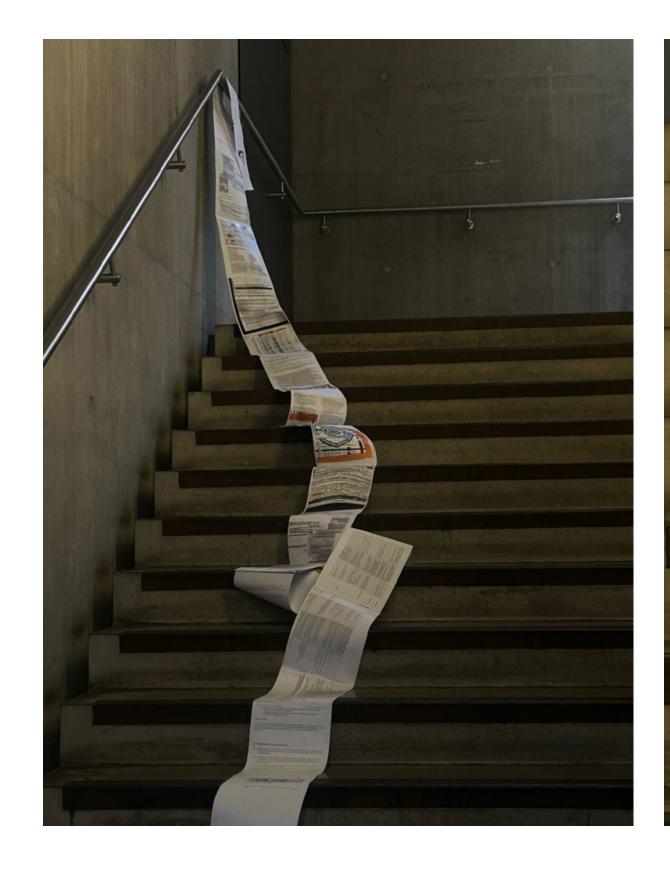




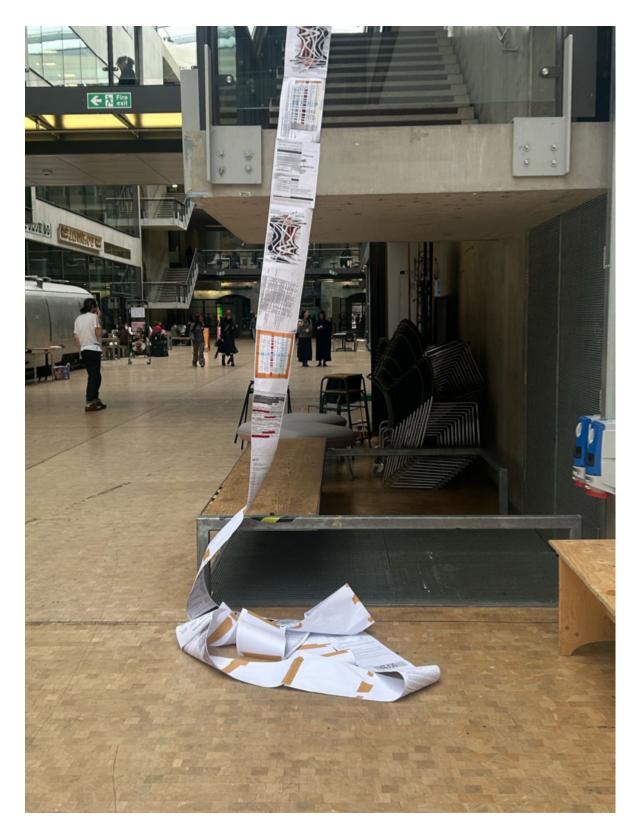


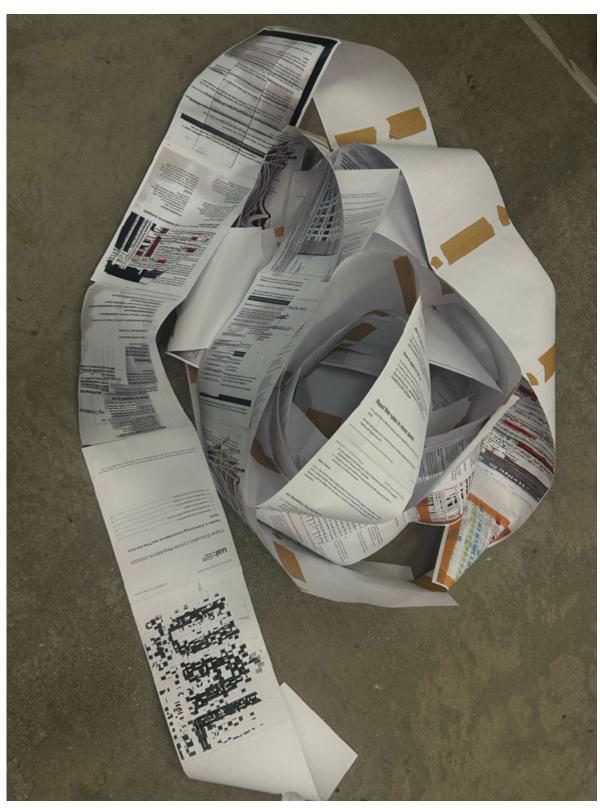
We made some attempts in the school to try to interpret these documents growing and spreading around like Climbing plants in the environment and firmly attached to the system and becoming difficult to remove. Everyone in this context is aware of its existence, but it is difficult to make some changes to it.

https://youtube.com/shorts/k77F_g4X4il

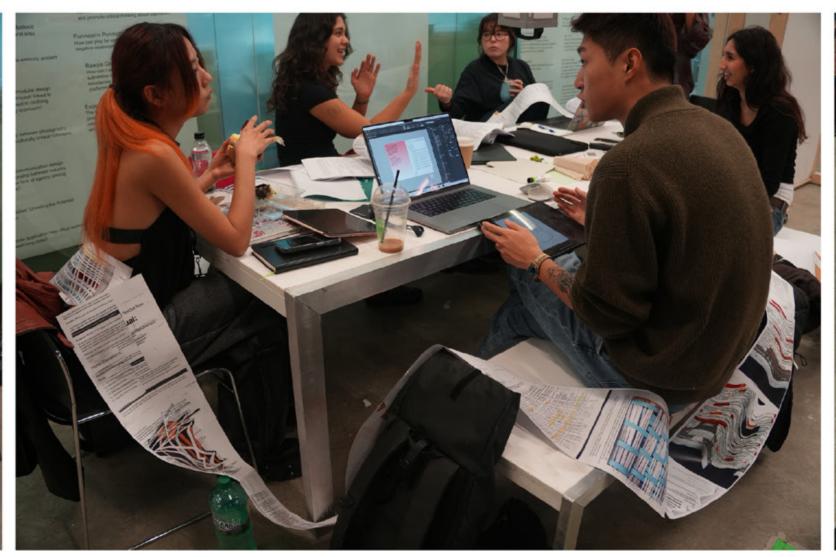


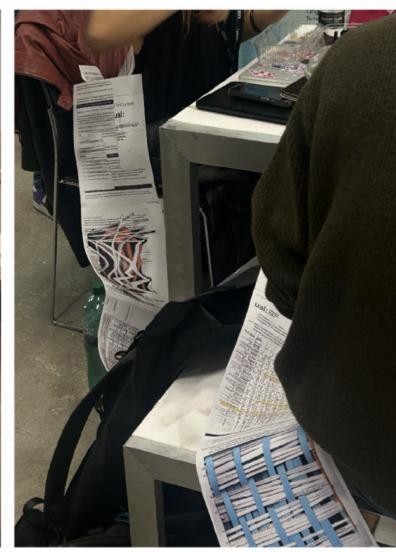








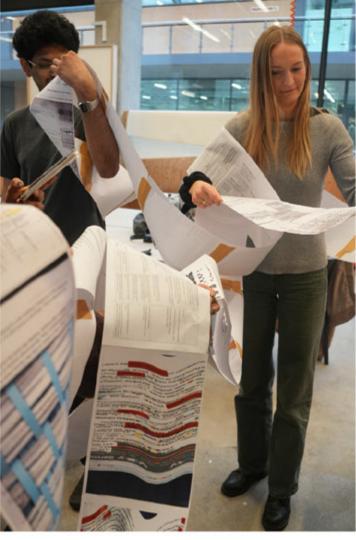








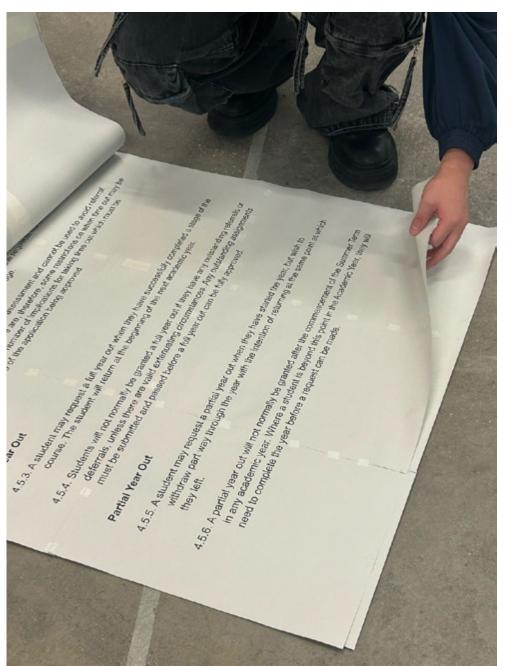


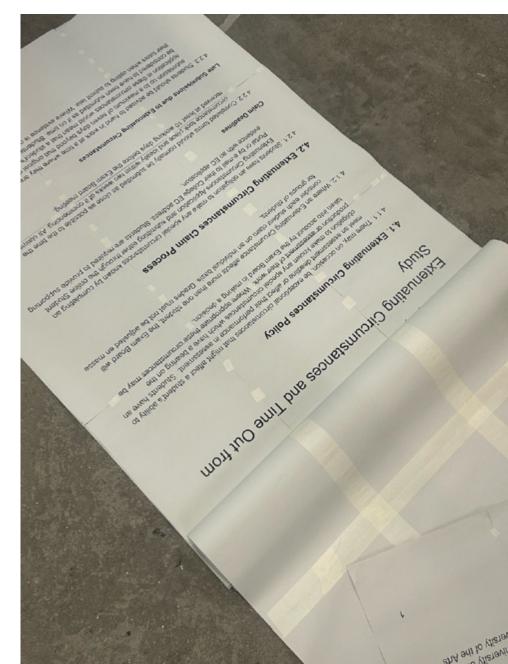


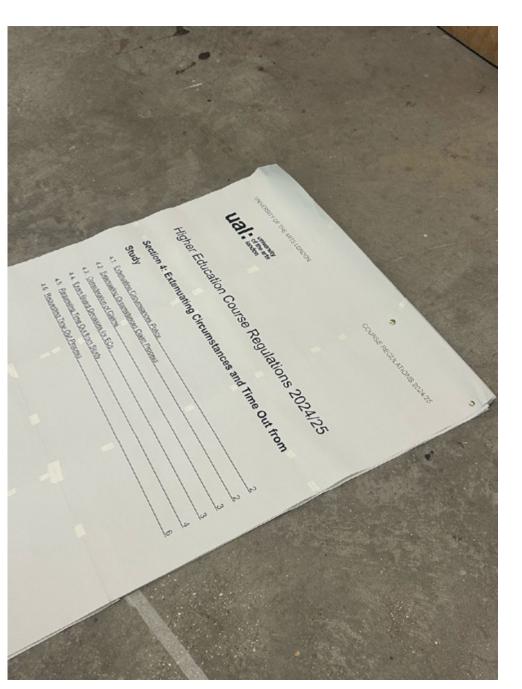
Printing the documents at an exaggerated scale transformed them from informational texts into excessiveness.

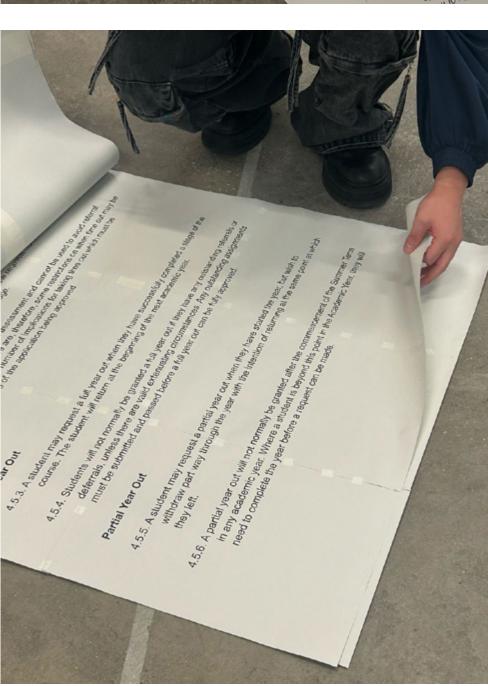
01 / experimenting with the the scale makes the text difficult to read and overbearing and further emphasises the excessiveness of the process.

02 / the scale reflects how institutional language is not neutral—it carries weight, dictating what is valid and standard.









Both approaches make the text physically difficult to engage with, recreating the frustration of trying to decipher the language and process to receive support in real life.

By distorting scale, readability, and interaction, we recreate the feeling of engaging with these institutional documents.

Thus, the act of reading itself becomes obstructive. And, the harder one tries to engage, the more difficult and exhausting the process becomes.

