



TOOL KIT

INTRODUCTION 03

- A Tool Kit for developing creative practice.
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STEP ONE: **ACTIVITY & STAGING** 04 - 09

- Select an activity within your practice.
 - Stage your set up for filming your activity.
 - Map out your space to pre-plan camera positions.
 - Document set up and carry out checks.
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STEP TWO: **FILMING** 10 - 11

- Carry out equipment and filming checks.
 - Film / record activities from each point of view.
 - Upload footage.
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STEP THREE: **COMMENTARY** 12 - 13

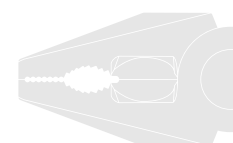
- Set up and checks.
 - Record commentary / review footage from each camera angle with prompts.
 - Upload footage.
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STEP FOUR: **ANALYSIS** 14 - 20

- Review commentary footage.
 - Analyse practice: experience, reflection, impact.
 - Further actions to take within personal creative practice.
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A Tool Kit for developing creative practice

When we carry out practical everyday activities (such as driving a car, riding a bike, cooking meals and using tools), we use knowledge that we have gained through our bodies and our environment. This embodied knowing is vital within creative practice, but, as it is a non-verbal form of knowledge, it takes time to express, capture and communicate.

As a creative practitioner, the Capture + Communicate Tool Kit can support you to better understand and articulate your creative process, impulses and intentions.

You can use the Tool Kit to:

- Investigate your sensory experiences
- Examine your practical actions
- Record and transfer them using digital and manual technologies
- Gain insights into your own practice, develop further understanding and extend your creative skills

There are four steps in the Capture + Cultivate Tool Kit. Each step is broken down into sections for you to work through. You fill in the information and tick off each step as you go along.

STEP ONE: ACTIVITY & STAGING

Choose your practical activity based on what you want to find out. Set up your digital devices for filming.

STEP TWO: FILMING

Film yourself carrying out your chosen activity for ten minutes only, from three different viewpoints.

STEP THREE: COMMENTARY

Watch your filmed activity back whilst responding to a series of prompts. You also need to film yourself doing this.

STEP FOUR: ANALYSIS

Review your step three commentary, making notes in the three analysis sections in step four. Plan actions to take forward into your practice.

To use the tool kit you will need three devices that you can record on to (i.e. such as mobile phone, tablet, lap-top, action camera or similar), a method of securing these devices into position and a computer to up-load and review all your footage. There are example pages to download for stages of the tool kit to help you which includes a drawing of the staging and set-up and also an FAQs sheet.

There are example pages to download for stages of the Tool Kit to help you which includes a drawing of the staging and set-up and also a Supplement: FAQ sheet.

We hope you find the Capture + Cultivate tool kit useful and wish you all the best for your continued creative practice!

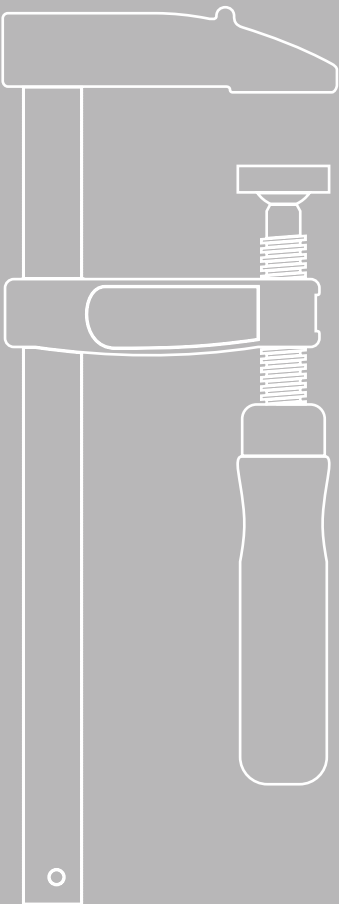
The Capture + Cultivate Tool Kit was developed, designed and tested by Angie Butler, Senior Research Fellow and Sofie Boons, Research Associate from the Centre for Print Research at the University of the West of England (UWE).

The research project, Dissecting Craft: finding technologies for transferring embodied knowledge, was funded by a UWE Vice Chancellor's Early Career Research Award.

Select an activity within your practice, stage your set up for filming your activity. Map out your space and pre plan camera positions. Document set up and carry out checks

STEP ONE:

ACTIVITY & STAGING



Step-by step guide

STEP ONE: ACTIVITY & STAGING

A. STAGING

Describe your role - for example: jewellery designer / maker, bookbinder etc. Note your practice e.g. designing and making jewellery, printing limited edition lithographic prints, designing and binding bespoke commissions, private and fine press editions. Write down some activities within your practice e.g. filing, polishing, sanding, engraving / drawing a lithographic plate, mixing ink, rolling out ink, printing an edition/ measuring and making binding templates, binding sections, gluing endpapers, paring leather.

If you need support with this section, see Example Sheet.

B. SPECIFY PROCESS

The grey box lists points you can be made aware of from practical activities that you perform.

- Blue, green and orange boxes are more targeted, noting specific insights into your practice that you may want to discover in addition to those in the grey box.

It is recommended that, if it's your first time following the tool kit, that you choose either the green or blue box options.

C. RATING CHALLENGE AND RISK

Rate, from 0 - 5, the challenge and risk of up to three activities you listed in Section A. Rate your experience / skill and your state of mind for each activity. Do bear in mind that your state of mind influences your practical abilities i.e. distractions affect your skills level, so you may need to adjust your rating slightly, depending on how you feel today.

D. MAPPING RESULTS ONTO THE GRID

- Map your three results from Section C onto the grid. The result that corresponds the coloured grid section with the same colour outcome box that you selected (in Section B) i.e. green with green, is the activity that you will take forward to film, review and analyse through the tool kit.
- Each grid colour is explained as a State: State of Flow, State of Unease. The activities you have chosen relate to these states and give you an idea of what experience to expect when carrying out your activity.
- If you have more than one activity with the same results, then choose one and write it in the Activity box. As, depending on the next stage, you may find that you need to come back to this stage and select another activity.
- Write your activity in the Activity box (above Section E).

E. STAGING CHECKS

Complete this section in the space you have chosen to film your activity. The checks are to ensure that you can obtain the footage that you need to complete the tool kit successfully.

F. SPACE MAPPING

Record the space that you have set up to film your activity, through measurements and a floor plan drawing. This is so you have documentation of camera positions (point of view, left and right) and angles within the work space.

See F: Space Mapping in the Example Sheet.

Step-by step guide

STEP TWO: FILMING

Follow stages A – E step-by-step to film your activity: equipment and filming checks, setting up the cameras, starting your activity, dismantling the equipment and uploading files. There are also instructions to take a break part way through this section. This is purposeful, in order to have a separation between setting up and filming.

STEP THREE: COMMENTARY

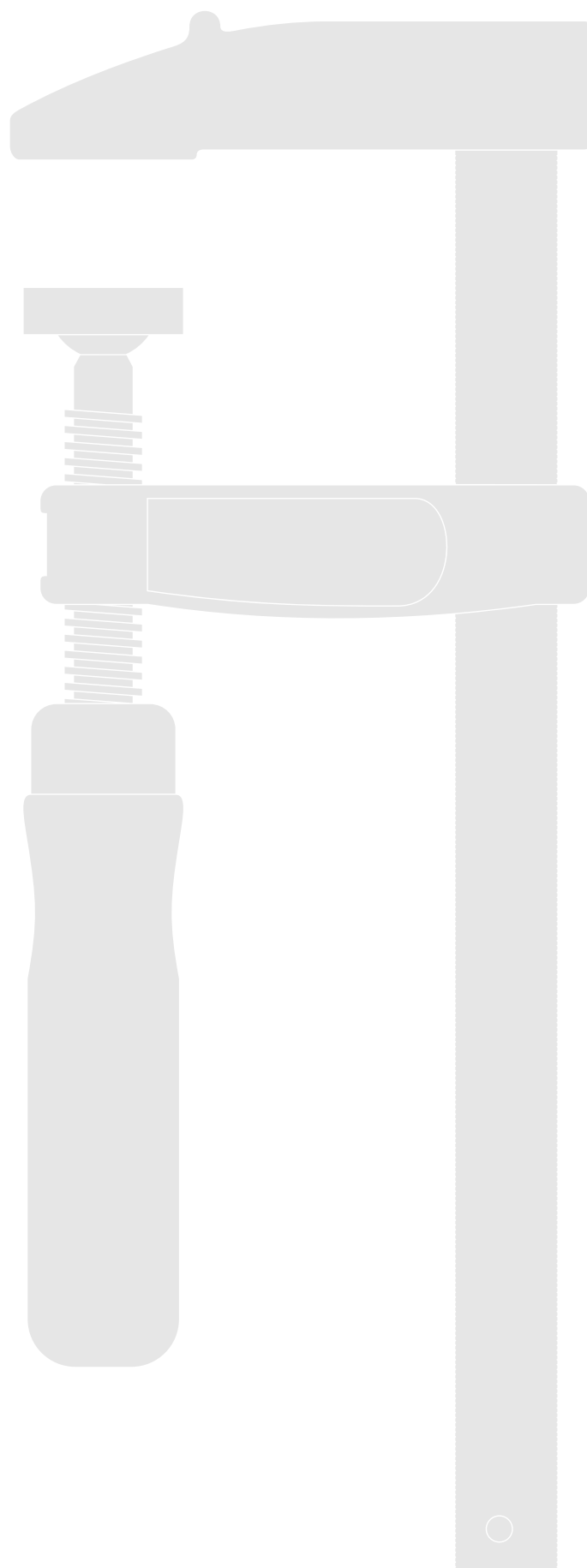
Follow stages A – F step-by-step to comment on your activity whilst simultaneously filming yourself: set up your equipment, start the commentary for each recording for camera positions Point of view (POV), left and right, use the Prompts PDF document to support your commentary, dismantle equipment when finished and upload footage.

STEP FOUR: ANALYSIS

Follow stages A – E to set up your equipment, review and analyse the footage from each camera angle (POV, left, right) fill in three sections.

Again, an instruction to take a break part way through the analysis separates section one REFLECTION from sections two TECHNOLOGY and three IMPACT. In the ACTIONS section, note three reflections as actions to take forward in your practice.

If you need support with this section, see the Example Sheet.



Step One

A: STAGING

In relation to your practice, what would you like to find out? Tick the box below.
If it is your first attempt we recommend to choose blue or green.

Your role:	
Your practice:	
Examples of activities within your practice:	

B: SPECIFY PROCESS

Please note: activities that cannot be safely filmed (i.e. presence of liquid, fire, gas), need a macro lens, cannot be filmed from POV, left and right viewpoints are crossed out.

- > Insight into practice
- > Conscious of checks performed
- > Competence
- > Self-awareness

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- > Validation / confidence
- > Skills sharing
- > Increased expressiveness
- > Increased concentration

- > Insight into state of flow
- > Validation / confidence
- > Skills sharing
- > Increased expressiveness
- > Insight into performance level
- > Increased concentration
- > Skill satisfaction

- > Insight in mistakes

☐☐☐

C: RATING CHALLENGE AND RISK

From zero (low) to five (high) rate the challenge and risk of the activity plus your experience, skill and frame of mind (select up to three activities within your practice).

Activity 1 (A1):	Rating					
Challenge and Risk	0	1	2	3	4	5
Experience, Skill and State of Mind* *Distracted 0 and Focused 5	0	1	2	3	4	5

Activity 2 (A2):	Rating					
Challenge and Risk	0	1	2	3	4	5
Experience, Skill and State of Mind* *Distracted 0 and Focused 5	0	1	2	3	4	5

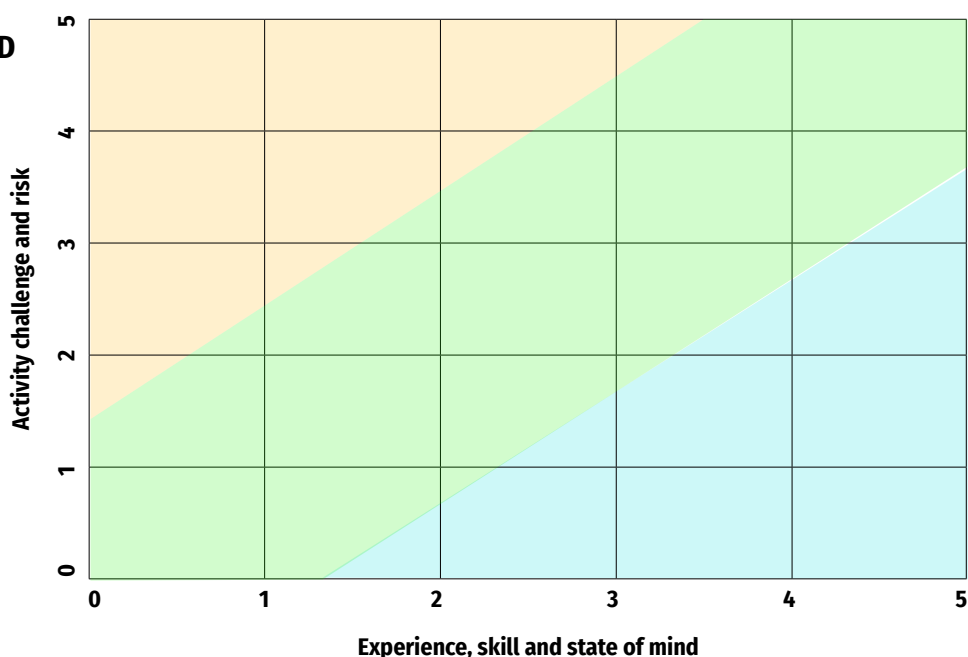
Activity 3 (A3):	Rating					
Challenge and Risk	0	1	2	3	4	5
Experience, Skill and State of Mind* *Distracted 0 and Focused 5	0	1	2	3	4	5

D: MAPPING RESULTS ON THE GRID

Choose your activity on the grid that corresponds to the coloured outcome box above.

If your activity falls outside your desired colour box, you should consider decreasing or increasing the challenge or risk of the chosen activity.

This will move the results into different coloured box. Otherwise choose another activity.



	State of Ease	<i>Encounter ranges from feeling easy and familiar, to engaging, stimulating and requiring attentiveness.</i>
	State of Flow	<i>Optimal encounter, ideal balance between skill and challenge, being in the zone, attention is fully absorbed.</i>
	State of Unease	<i>Encounter ranges from feeling difficult and demanding, to invoking anxiety and unease.</i>

Activity:



E: STAGING CHECKS

Can your cameras focus and capture the activity?	Yes	No
Is the activity performed in a space that allows multiple camera angles e.g. point of view (POV), left and / or right hand side.	Yes	No
Is it safe to film the activity?	Yes	No
If anyone else is filmed, have you got their permission to film?	Yes	No
Can your cameras capture the sounds of your activity?	Yes	No

If you answered **No** to any of the above please choose a different activity.

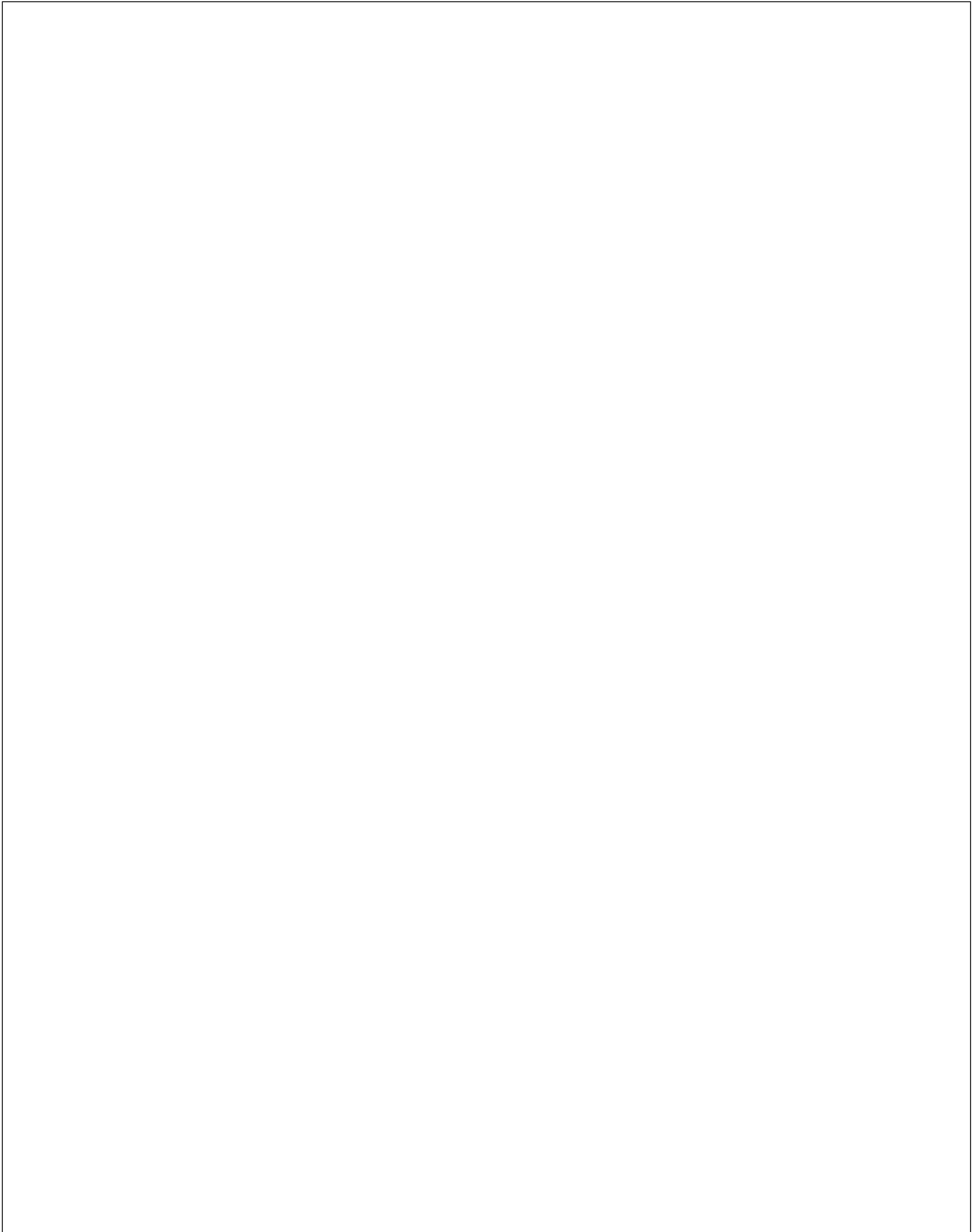
F: SPACE MAPPING

Map out your space and pre-plan your camera positions

Height of work surface (cm):	
Height of stool / if applicable (cm):	
Height of camera's in relation to work surface or floor / if using tripod (cm):	
'Point of View' camera needs to be fixed as close to your point of view as possible (cm):	
Check audio and sounds:	

F: SPACE MAPPING CONTINUED

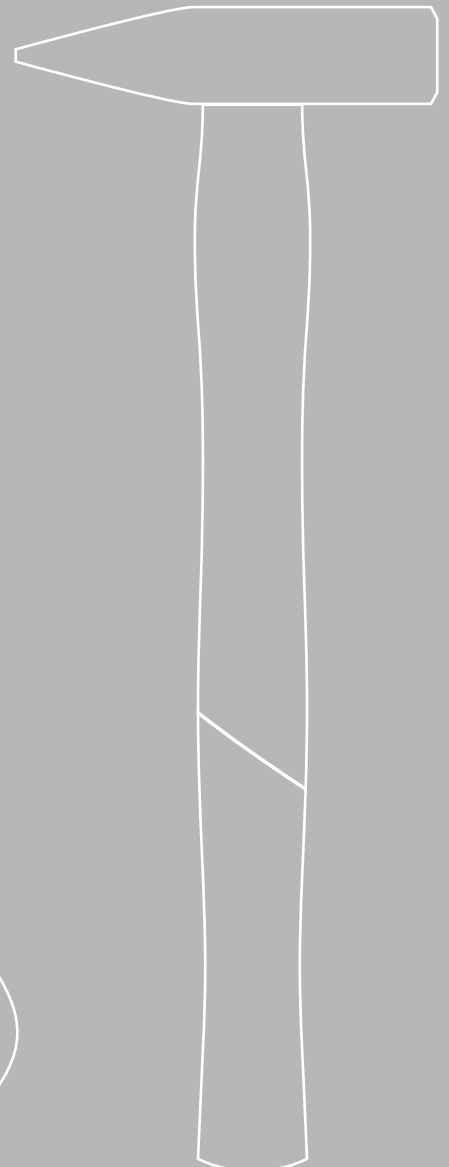
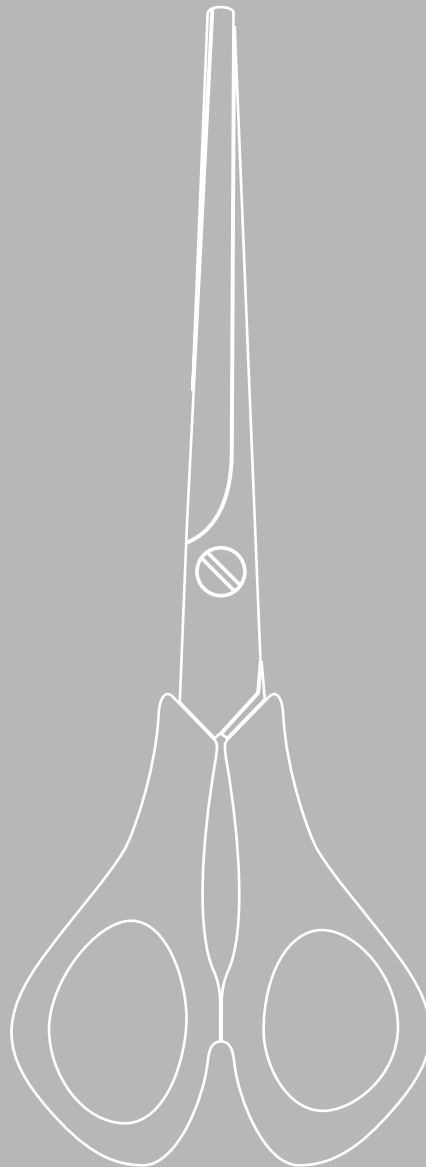
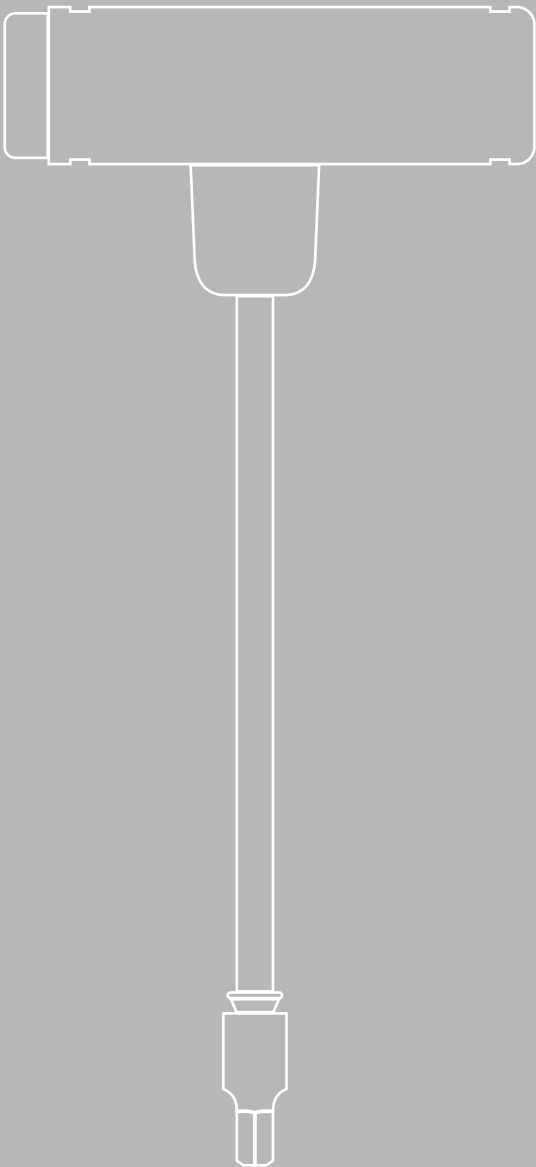
Draw your workspace from above (i.e. a floor plan drawing)
and note your camera positions



Carry out equipment and filming checks
Film / record activities from each point of view
Upload footage

STEP TWO:

FILMING



Step Two

A: EQUIPMENT AND FILMING CHECKS

☐	Batteries charged
☐	Storage space available (SD cards / Cloud)
☐	Cards and batteries in cameras
☐	Test cameras function

B: SET UP CAMERAS

☐	Secure cameras to filming stations (tripod, clamp, surface)
☐	Check cameras do not hinder activity
☐	Check camera angles are correct by filming for a few seconds or asking someone else to check you are in the frame
☐	Turn off all camera equipment
☐	Document set-up (any changes you make to the set up - update your space map) (see images here: link to be included)

C: TAKE A SHORT BREAK

D: START THE ACTIVITY

☐	Turn on all camera equipment
☐	Press record on the cameras
☐	Set a timer for ten minutes
☐	Start working
☐	Turn off all cameras after timer runs out

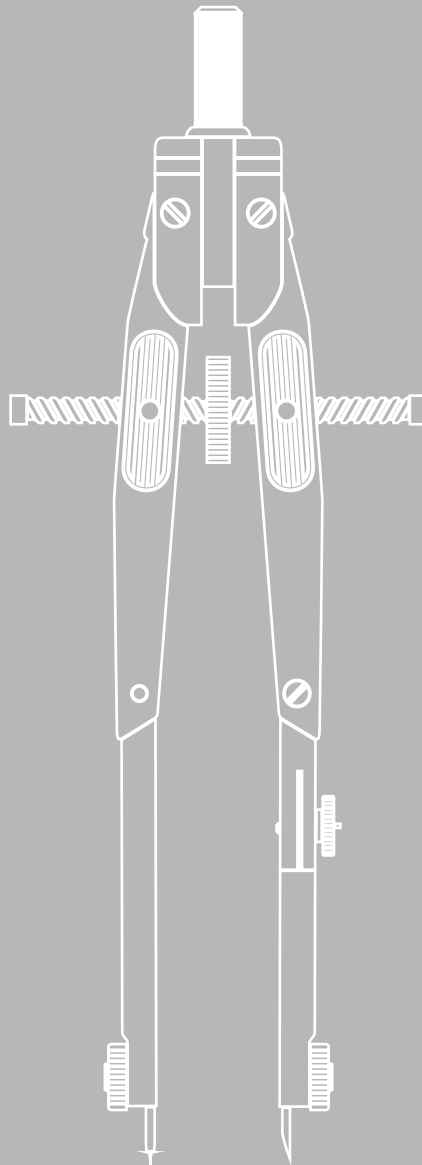
E: DISMANTLE AND UPLOAD

☐	Dismantle and put away all camera equipment, removing SD cards and batteries where relevant
☐	Upload POV footage to computer
☐	Upload LHS footage to computer
☐	Upload RHS footage to computer
☐	Save and clearly label all files

Set up and checks
Record commentary / review footage from each
camera angle with prompts / Upload footage

STEP THREE:

COMMENTARY



Step Three

A: EQUIPMENT SET UP

☐ Set up your computer in a quiet space
☐ Check your computer battery is full or is charging
☐ Check your camera's batteries are charged
☐ Check storage space is available (SC cards/Cloud)
☐ Check card and battery are in the camera
☐ Test the camera
☐ Set up a camera to capture both you and your screen
☐ Check camera angle is correct

B: START ACTIVITY

☐ Open the prompts PDF so it is visible on your screen
☐ Open the Point of View (POV) footage so it is also visible on your screen
☐ Turn off notifications on your devices

Remember to pause the film to give yourself plenty of time to describe and respond

C: START COMMENTARY FOR POINT OF VIEW (POV)

☐ Start camera recording
☐ Read first POV prompt page three
☐ Play POV footage and respond to each prompt at your own pace (pause footage when necessary)
☐ Stop camera recording when finished

D: START COMMENTARY FOR LEFT HAND SIDE (LHS)

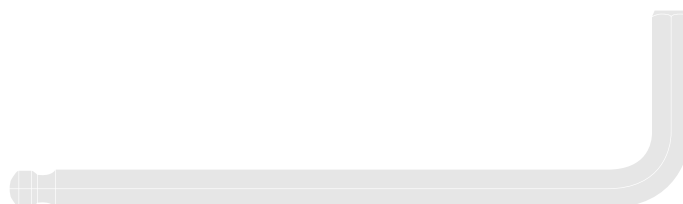
☐ Start camera recording
☐ Read first LHS prompt page twelve
☐ Play LHS footage and respond to each prompt at your own pace (pause footage when necessary)
☐ Stop camera recording when finished

E: START COMMENTARY FOR RIGHT HAND SIDE (RHS)

☐ Start camera recording
☐ Read first RHS prompt page nineteen
☐ Play RHS footage and respond to each prompt at your own pace (pause footage when necessary)
☐ Stop camera recording when finished

F: DISMANTLE AND UPLOAD

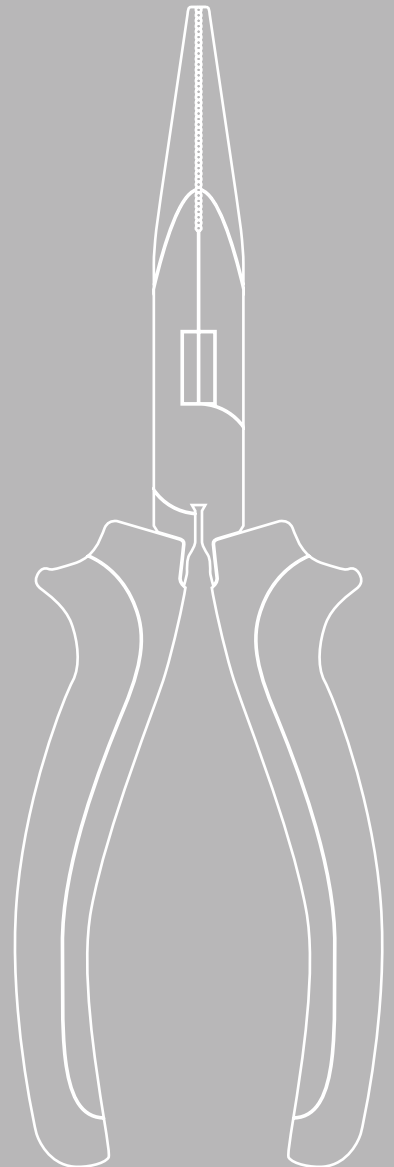
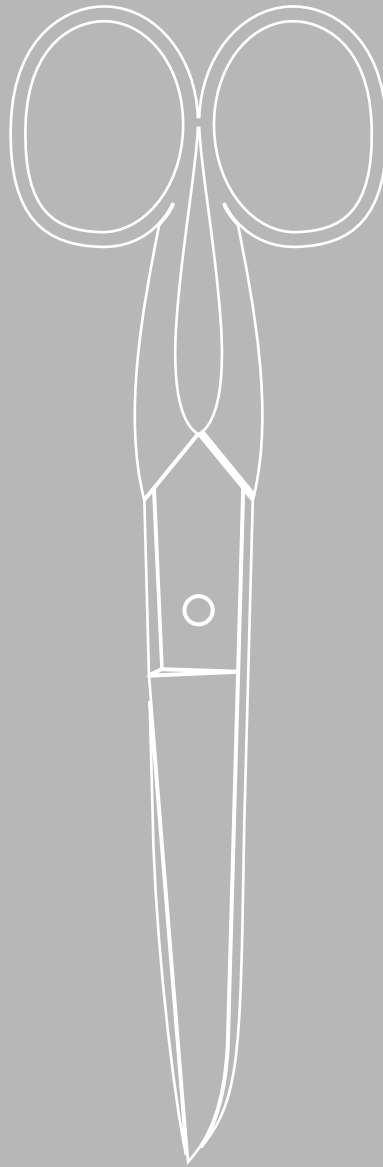
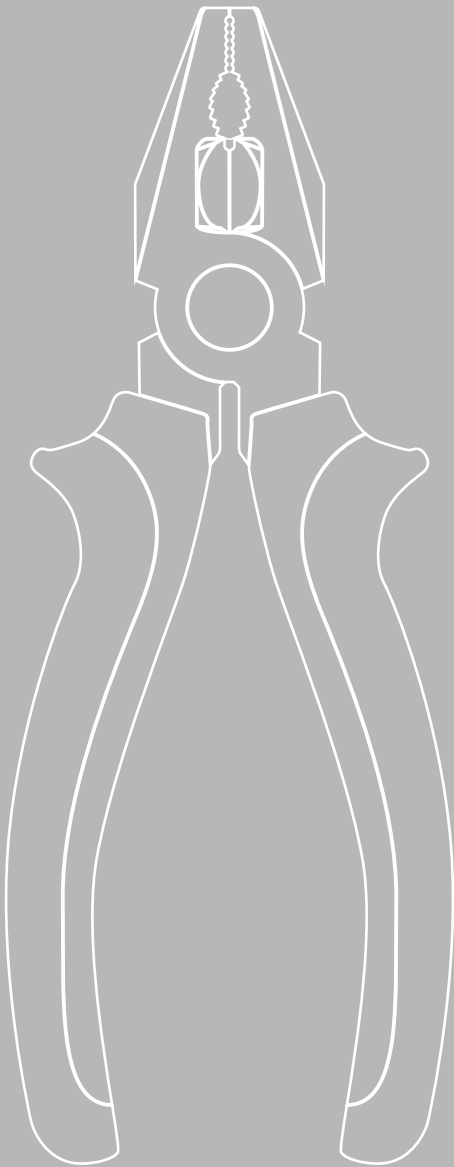
☐ Dismantle and put away all camera equipment, removing SD card and battery where relevant
☐ Upload POV commentary footage to computer
☐ Upload LHS commentary footage to computer
☐ Upload RHS commentary footage to computer
☐ Save and clearly label all files



Review commentary footage
Analyse practice: experience, reflection, impact
Further actions to take within personal creative practice

STEP FOUR:

ANALYSIS



Step Four

A: SET UP EQUIPMENT

- ☐ Set up your computer in a quiet space
- ☐ Check your computer battery is full or is charging

B: REVIEW AND ANALYSE

- ☐ Read section one: REFLECTION
- ☐ Open the POV Commentary footage so it is also visible on your screen
- ☐ Turn off notifications on your devices
- ☐ Play and review POV Commentary footage whilst taking notes in the below spaces. Use the three colours for the different points of view. (Don't forget to pause footage when necessary)
- ☐ Repeat with LHS Commentary footage
- ☐ Repeat with RHS Commentary footage

C: TAKE A BREAK

D: COMPLETE ANALYSIS

- ☐ Read and complete section two: TECHNOLOGY
- ☐ Read and complete section three: IMPACT

E: FURTHER ACTIONS

- ☐ Please revisit the toolkit after a while to determine longer term impact. Reviewing this document again will help develop further insights into your practice.



Step Four

..... **Key:** Point of View **POV** - Left Hand Side **LHS** - Right Hand Side **RHS**

REFLECTION

Developing insights and verbalising your practice.

NARRATION / LANGUAGE:

Descriptive and non-descriptive words ('just right', 'enough', etc.), terminology you use and analogies.

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ACTIONS / BODY LANGUAGE:

Performing actions, re-enactment of footage when viewing.

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Step Four

..... **Key:** Point of View **POV** - Left Hand Side **LHS** - Right Hand Side **RHS**

REFLECTION

Developing insights and verbalising your practice.

CHECKS:

Actions you perform before progressing to the next stage.

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MISSED STEPS:

Insights following mistakes made whilst working.

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Step Four

..... **Key:** Point of View **POV** - Left Hand Side **LHS** - Right Hand Side **RHS**

REFLECTION

Developing insights and verbalising your practice.

CREATIVE FLOW:

Being in the zone - Immersed loss of self-consciousness, focussed intent, caring handling, understanding, mastery.

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PERSPECTIVES:

Insights gained into your practice - Realisations, confirmations, clarifications.

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Movements	Rhythm	Sound	Pressure	Weight	Materiality	Breathing	Tools	Light	Facial Expression
X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X

Remove crosses when no reference was made in the footage to the above.

Step Four

Having reviewed the footage, write your reflections on the experience and its impact below.

TECHNOLOGY

What was the experience like and what has the use of technology enabled?

EXPERIENCE:

What was it like to be filmed? How could it be improved?

DOCUMENT / REPRESENT:

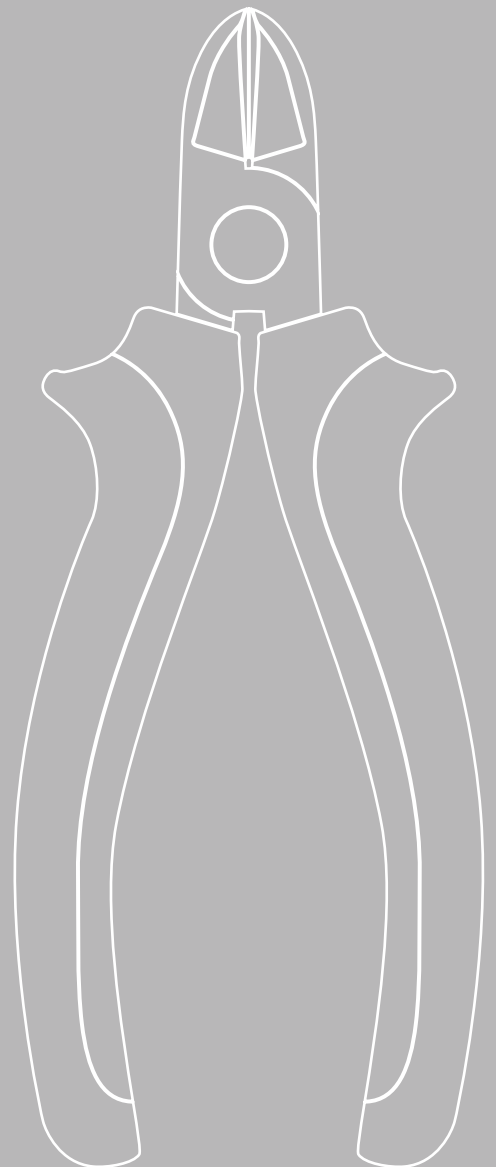
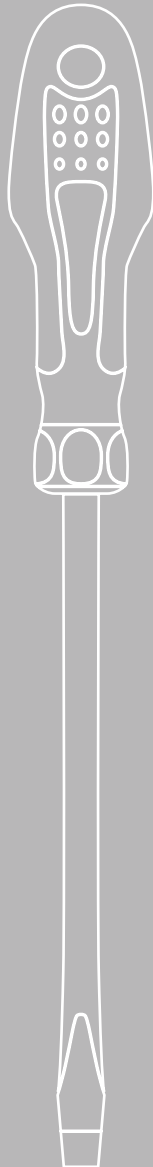
Does the footage (film and commentary) reflect your practice well? How could it be improved?

Step Four

Having reviewed the footage, write your reflections on the experience and its impact below.

IMPACT <i>How has reviewing the footage and commentary influenced your practice?</i>	
PERSONAL IMPACT: <i>Practice development, skill of reflecting, validation, articulation.</i>	
SKILL SHARING / COMMUNICATING PRACTICE: <i>Practice insight in relation to sharing skills, ability to communicate activities within practice, reflection skill on communicating practice.</i>	
ACTIONS: <i>Choose a minimum of three reflections from section one as actions you will take forward in your practice</i>	

APPENDIX



Glossary of Terms

Competence

p. 06

The ability to do something successfully or efficiently.

Footage

p. 02, 03, 09, 10, 11, 12, 13, 15, 16, 17

A section of video that has been recorded.

Impact

p. 02, 13, 15

A marked effect or influence.

Insight

p. 15, 16, 17

The capacity to gain a deep understanding of something.

Point of View (POV)

p.06, 10, 12, 15, 16

A POV (point of view) shows what the subject (in this case, yourself) is looking at, represented through the camera (i.e. positioning the camera close to where your eyes are).

Prompts

p. 02, 11, 12

Texts / questions that encourage you to say something about what you are looking at / feeling / doing etc.

State of flow / Flow state

p. 06, 07

A mental state in which a person is completely focused on a single task or activity / a feeling where, under the right conditions, you become fully immersed in whatever you are doing, a sort of effortless attention.

