

ALL WALKS BEYOND THE CATWALK

After a spectacularly successful national competition Diversity NOW! in association with i-D Magazine 2012/13 and sponsored by Succeed Foundation, to explore and celebrate the power all fashion students have to create positive messages about body-image and individual beauty, **we ask you to embed All Walks Beyond the Catwalk: Diversity NOW! into your curriculum every year!**

We tribute you and your students as enlightened PRACTITIONERS OF THE FUTURE and PATHFINDERS NOW, on the importance of creating a more empathic study of fashion and its huge power to affect how people feel psychologically.

If the consumer is diverse and the market place is diverse, can future product and messaging reflect a broader range of beauty and body ideals to influence self esteem and enhance commercial credibility? We invite you to join us in this exploration.

Diversity NOW! in association with i-D Magazine 2013/14

CARYN, DEBRA AND ERIN





All Walks Beyond The Catwalk Presents:

Diversity **NOW!** 2013/14

Project Outline

NOW! is the time for **CREATIVES** to boldly vision a fashion future which steps beyond stereotypes, redefines boundaries and celebrates a wider range of beauty and body ideals in age, size and race. A fashion future that empowers and emboldens people, envisioning impactful, emotionally considerate, commercially relevant practice in all areas of the industry.

Calling Future Creatives...

Can you collaborate on an alternative fashion future, where the individual is celebrated, where fashion works to emphasise the distinctive beauty of the unique human form? Take your lead from industry visionaries like Nick Knight, Vivienne Westwood, Mark Fast or Chen Man but remember we want you to show us what **YOUR FASHION FUTURE** looks like.

“We believe Diversity can enhance Creativity not impede it. Like the multitude of silhouettes our industry creates, beauty is also individual. It's not restricted by age, shape, skin-tone or size.”

- Debra Bourne, Caryn Franklin and Erin O'Connor, Co Founders All Walks Beyond the Catwalk.

For further information: contact info@allwalks.org



Project Categories:

Garment Design: Your womenswear or menswear garment will be empathically constructed, finished, and photographed on a diverse model. Your entry should be accompanied by a professional illustration, technical drawing and an explanation of how and why you came to your design.

The top five submissions from each college/institution should be uploaded to Arts Thread as jpeg files of no more than 500kb.

Fashion Film: A short film (between 1 and 3 minutes) to promote beauty and fashion from a unique perspective. This film must promote the All Walks philosophy of a diverse range of body and beauty ideals and serve to communicate the beauty of individuality. In order to fulfil Arts Thread's uploading requirements and to be considered for future use in All Walks campaigns films should be shot in QuickTime HD H264 with AAC audio, and you must have rights to any audio you use. Files must be sent as .mp4 and accompanied by a sound doc of mp3

The top five submissions from each college/institution should be uploaded onto Vimeo first and then embedded onto Arts Thread.

Zines: A 4 to 8 page brochure covering the area of diversity and individuality beauty and body ideals. Content must offer a unique take on the subject of individuality.

The top five submissions from each college/institution should be uploaded to Arts Thread as jpeg files of no more than 500kb.

Photography & Styling: 1 to 4 Photographic images that celebrate and promote diversity for the human form. The images should be high impact, capturing the essence of the All Walks philosophy as well as a directional fashion signature. To ensure they are suitable for possible use in All Walks campaigns, photographs should be shot in editorial high res.

The top five submissions from each college/institution should be uploaded to Arts Thread as jpeg files of no more than 500kb.

Journalism: One piece of energetic writing, charting a thoughtful and adventurous journey through or about image, to include a brief analysis of the current culture of beauty and body ideals from your perspective. No longer than 800 words.

Top five submissions from each college/institution should be entered directly into the text box on Arts Thread.

Illustration: Most fashion drawings feature an exaggerated, stretched and narrow Caucasian body. Could curvaceous voluptuous bodies or the beauty of older women be showcased in a successful illustration? How would the male body be portrayed?
Diversity Rules!

The top five submissions from each college/institution should be uploaded to Arts Thread as jpeg files of no more than 500kb.



Outcomes

Through each stage of production students will develop their understanding of the connection between body image, fashion and diversity, and how design practices can both influence, and be influenced by these issues. All Walks will receive the top 5 submissions from each college. These projects will show strong directional, editorial content and demonstrate original design and critical thinking.

Research

The All Walks website features this brief and many examples of student work 2012/13

Suggested Curriculum Project Timeline 2013-2014

- Sept – The project is embedded into the curriculum at a time of your choice and students are notified.
- Sept-November – Implement the project.
- December – First draft entry is submitted before Christmas break.
- February 10th - Final submission for in-house assessment by faculty members.
- April 21st – Colleges assess and submit top 5 entries for All Walks 2014 campaign, via artsthread.com
- June 2014 - Diversity NOW! Selected work showcased within i-D Magazine and on the All Walks website and together we build a unique gallery of ideas, images and ideas in pursuit of diversity, emotionally considerate and commercially relevant practice, with yearly updates from University partners.



Frequently Asked Questions

1. Is there an age restriction?

No, the only requirement to take part in Diversity NOW! is that entrants are an enrolled student.

2. What courses are appropriate to participate?

All fashion courses. The content produced must promote diversity in fashion and investigate an emotionally considerate approach through a range of disciplines. Entries should be of a high standard and embrace an innovative directional quality.

3. How many categories can a student enter?

Students may only enter in 1 category and they must state clearly on their submission form which category they have entered.

4. When should we implement the project?

For ease of time management it is suggested that you implement the project in the Autumn term.

5. How do we submit our students' work for consideration by All Walks?

- The work produced by your top 5 students should be submitted to All Walks via artstthread.com as per the instructions in the categories section
- The following details **must** be entered when uploading projects
 - Name, email address, age, mobile number, tutor's name, course title, category entered and university/college.
- **After uploading the projects**, the submission sheet included in this pack must be filled out for each student and sent separately to ooffii.hardwick@allwalks.org & cc'd tineke.defreitas@allwalks.org

6. Will you pass on student details to any third parties?

No, we will not pass any details to third parties without express permission. However, by uploading projects to Arts Thread students consent to their details being passed on to All Walks Beyond the Catwalk. In the event of press coverage of a student's work we will seek permission from the student in question.



Submission Sheet

Name: _____

Course: _____

College: _____

Category: _____

Tutor: _____

Age: _____

Email: _____

Mobile: _____



CASE HISTORY

College: Nottingham Trent University

Course: BA (Hons) Fashion Communication & Promotion

Project Leaders: Sarah Lewington, Michelle Hughes

Implementation: October – December 2012

2nd Year: 93 Students

"A lot of our students commented that doing this All Walks cluster of projects was like having therapy! We will definitely embed Diversity NOW! every year as it really opened our eyes to what our students were thinking."

The Briefs

The second year students studying BA (Hons) Fashion Communication and Promotion undertook 6 weeks of study that focussed on behaviour change within Fashion, Communication and Promotion. The students had all attended Caryn Franklin's All Walks lecture in February 2012.

The students had three briefs all under the All Walks banner; the first was a photoshoot in teams of 5 responding to the question 'What is Beauty'. The shoot had to be an interpretation of, or inspired by, an appropriate taste maker which could include a piece of art, film, film director, music, fashion icon etc. Students then had to write a 1000 word piece of image analysis discussing their inspiration, their interpretation and reflection on notions of beauty; itself contextualised historically and culturally. This section of the project culminated in an exhibition of their photographs in an exhibition space at Nottingham Trent which was publicised on the university website and was open to the public in December 2012.

The second part of the project was to enter the Diversity Now competition. In an individual 5-minute presentation students had to reflect on their learning over the six weeks in terms of behaviour change within fashion, communication and promotion. The presentation culminated in their idea for one of the Diversity NOW! competition brief categories.

The third part of their project was a 2000 word reflective essay considering what fashion communication and promotion actually is and what are the responsibilities of individuals working in this area of the industry, and to also suggest what could change the way in which notions of beauty/role models/identity are communicated.

Throughout the year they each kept a reflective journal that helped them to fully evaluate their learning and potential changes in behaviour. The students also used an ethics toolkit, which contained consent forms for primary research conducted. The students come from a range of backgrounds; some from A-levels, some from Art Foundation and as such many have not done life drawing or formalised photography before.



Methods

In the first three weeks of the semester we had worked on ideas such as empathy in terms of relationships and team working, and looked at ethnographic research methods, as well as data visualisation. Students had also studied, in terms of their own identities and self-promotion, Erving Goffman's theory of the 'Presentation of the Self in Everyday Life' (1959). The weeks allocated to the All Walks project were loosely titled around areas covered as part of the degree in relation to the industry pathways students might enter upon graduating.

Week One (Commentary and Journalism)

Learning objectives:

- To enable the students to start to reflect on the lack of diversity in the media today and to think about how we currently describe and portray the notion of beauty and identity.
- To introduce them to key tastemakers, both historic and contemporary, who have explored these ideas

Content:

- Discussion surrounding the language of the body and beauty being about individuality and character versus homogenised supposed 'ideals' in the media.
- Students watched Bill Cunningham's New York documentary and discussed what true style and individuality is and were reminded about areas to consider when composing a photograph such as the subject, style, mood etc. They were given a quick street photography exercise where they could potentially identify a model for the photoshoot and to really concentrate on identifying people who they thought were beautiful, but to really consider what that adjective meant before they approached people.
- Workshop demonstrating the Photoshop tools relating to photographic manipulation and the ethical issues in relation to this. Discussion of the manipulation of identity and artists such as Cindy Sherman and Frida Kahlo and The Insane Clown posse. The students were also shown the Jenny Saville documentary 'Flesh and Blood'. The students also discussed their own identities using photographs of themselves and their parents at their age.
- The end of the first week and the beginning of the second were life-drawing workshops with guest lecturer James Norris, fashion illustrator. The workshops discussed areas such as the process of drawing itself and the creation of form and the objectification of the body versus the realities of knowing the individual.

Week two (Styling and Fashion Image)

Learning Objectives: (as per week one)

Content:

- Continuation of life-drawing workshops and feedback tutorials on initial group photoshoot ideas. The students were also shown Andrew Logan's 'The British

Guide to Showing Off' (2011) introduced with a discussion of 'fitting in' and alternative notions of beauty.

- Lecture showing clips from films such as 'Belle de Jour' (1967) 'The Cook, the Thief, his Wife and her Lover'(1989) Krzysztof Kieslowski's 'Three Colours Blue' (1993), 'Grey Gardens' (1975), and music videos such as Bjork's 'All is Full of Love' (Chris Cunningham) and Aphex Twin's Windowlicker (Chris Cunningham). Discussion surrounding objectification of black women in music, colour theory etc. The students were also reminded of the 2011 Post Modernism exhibition at the V&A and subverting the feminine norm e.g. interviews with Grace Jones and Annie Lennox.
- Photoshoots took place this week.

Week three (Image Analysis)

Learning Objectives:

- To enable the students to start to consider how to change attitudes and how to convey a message effectively
- To introduce the students to the idea that body image is a social construct

Content:

- Lectures and workshops on how to change attitudes, semiotics and image analysis. A look at how photographers, designers & brands play their part in the industry. Looking at photographs by Helmut Newton, Grayson Perry & Juergen Teller, and collections such as Comme des Garcons. Lumps and Bumps and brands' use of models such as Aimee Mullins. The students were also introduced to Naomi Wolf's The Beauty Myth.
- Feedback tutorials on draft photoshoot images and whether they have been able to convey their message relating to 'What is beauty?' Photoshop workshops on cropping and enhancing images and the implications of these decisions.
- Lecture on body image as a social construct, an understanding of body dissatisfaction and stereotyping within marketing and retail.
- London residential trip briefing, where students had to consider behaviour change and diversity in relation to Visual Merchandising and exhibitions visited etc. Students also introduced to the themes behind the exhibitions they should visit.

Week four (Retail Theatre)

Learning objectives:

- To enable the students to observe how messages are conveyed in relation to body image and diversity within all forms of visual merchandising: window displays, labelling, store layout etc.
- To provide the students with an opportunity to think about how consumers are engaged effectively within retail and exhibition spaces

Content:

- Three-day London residential trip, exhibitions visited included:
 - 'Trojan, works on paper', ICA
 - 'William Klein and Daido Moriyama', Tate Modern
 - 'Tim Walker, Storyteller', Somerset House

- 'The Taylor Wessing photographic portrait prize', National Portrait gallery
- 'Pre-Raphaelites: Victorian Avant-Garde', Tate Britain
- 'Digital Crystal', Design museum
- 'Everything Was Moving: Photography from the 60s and 70s', Barbican
- 'Rain room', Barbican
- Students also went to retail spaces such as LNCC, Boxpark, Bubbleology
- Lecture concerning Nudging and behaviour change theories and application in relation to visual merchandising at different levels of the high street from Primark to Dover Street market
- Guest lecturer, freelance stylist, Jemma Sawyer, ran a workshop about working in VM, cataloguing of research, creating window displays, responsibilities of a stylist

Week five (Changing perceptions and empathic design)

Learning objectives:

- To introduce the idea that self-acceptance is different from self esteem and how to adopt flexible thinking
- To ensure the students understand that empathic behaviour relates to all areas of their learning, creativity and personal relationships, not just within this project

Content

- Guest lecturer, Professor of Behavioural Psychology, Bob Hurling from Unilever talked about the difference between Self Esteem and Self Acceptance and rigid and flexible thinking.
- Showing of 'Am I Normal: Body Image' (BBC documentary, 2008). Workshop where students used Body Aspect's software to visualise perceptions of 'normal'/'abnormal' body types. 3D visualisations were saved demonstrating perceptions vs. realities of body sizes and weight and heights.
- Lecture discussing emotional, empathic and consumer-centred design
- Lecture on the human condition: mirror neurons and mimicking, traditional marketing models of persuasion (AIDA) verses Emotional: Think, Feel, Do

Week six (Writing)

Learning Objectives:

- To ensure the students understand the role of fashion journalism and the responsibilities writers have

Content:

- Lecture with Lucy Norris, Fashion Journalist, 'Pret a Rever' and subsequent workshop surrounding Fashion Image within advertising and editorial and the related social responsibilities. How to write for a specific audience.
- Lecture and workshop on Advertising and related copy in terms of male and female stereotypical archetypes.



Week seven (final week of All Walks project focus)

- Competition idea presentations focusing on the students' reflections on the last 6 weeks and key areas of learning e.g. behaviour change, lack of diversity, empathic behaviour etc. How this learning and reflection can be applied to the Diversity Now competition idea in an appropriate format relating to the competition categories.
- 'What is Beauty' exhibition of the students' photographs

After Christmas (week eight) the students had a two-day zine workshop run by Jon Hannan and Sarah Stapleton of 'OWT Creative' so that they understood the nature of a zine as many of them chose to enter this competition category.