MODULE SPECIFICATION FORM

Module Title:	Creative skills for engagement	Level:	5	Credit Value:	20

Module code:	YCW502	Semester(s) in which to be offered:	1	With effect from:	Sep 2015

Office use only: To be completed by AQSU:	Date approved:	September 2010
	Date revised:	September 2015
	Version no:	2

Existing/New:	NEW	Title of module being replaced (if any):	N/A

Originating School:	Social and Life Science	Module Leader:	Hayley Douglas

Module duration (contact hours/ directed/directed private study:	200 40 80 80	Status: core/option/elective (identify programme where appropriate):	Core

Programme(s) in which to be offered: BA (Hons) Youth & Community Work	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None

Module Aims:

To examine the influence of the arts on the development of youth culture.

To develop the students understanding and knowledge of the role of art in the context of diverse cultures within their communities.

To identify creative approaches for working in partnership with artists, art organizations and young people.

To develop practical skills in various creative forms, for use in engaging with young people and communities.

To explore the ways in which digital media can be used.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate understandings of what ideas inform and shape youth culture.

2. Recognize and apply an understanding of Community arts practice in contemporary settings and in their own practice.

3. Identify the key roles and responsibilities involved in partnership working in arts projects.

4. Demonstrate knowledge of the youth arts field and acquire various creative skills for use in their own practice: eg.Mask making, the use of Drama, the gallery as a resource, Graffiti art.

5. Understand the ways in which Digital media can be used within youth arts (video, film, internet, photography), and explore practice examples of digital engagement with young people.

Transferable/Key Skills and other attributes:

- Communication skills with individuals and groups, through discussion and practical activities.
- Knowledge and awareness of collaborative working with creative organizations and networks.
- Skills in how to use "the arts" with communities and young people.
- Development of practical skills and understanding in the use of digital media for arts based project work.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included***.

1. Making and decorating a mask at the mask workshop.

2. Completion of a 1500 word reflective statement, on how mask making can be used in your professional practice, commenting on the ideas behind your mask, and any issues it touches on. Concluding with how the module as a whole has challenged your own perceptions f creativity and its use in practice.

3. Group presentation on the application of a digital media skill.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
0ne	4	Mask making	Pass/Fail		
Two	1-3	Reflective statement	50%		1,500
Three	5	Presentation	50%		15 minutes

NOTE:
All elements of assessment must be passed in order to pass the module.

Learning and Teaching Strategies:
The module is practice based and will be supported with theoretical input from lectures. Group work and discussions. There will also be artist led practical workshops, on mask making(1 day) , and the use of masks for role play in drama (one half day). There will be a visit to a peer led workshop run by young people, at the Tate Gallery in Liverpool(1 day).There will be workshops on the development of skills in the use of digital media (three half days).Also time for self directed study, and optional visits to art projects/theatre visits.

Syllabus outline:
- The arts and youth culture
- Community arts theory and practice
- Partnership working
- Cultural diversity
- Digital media
- The gallery as a resource
- Mask making
- Trading Faces, the use of masks in Drama
- Art project management and evaluation

Bibliography

Key Texts:

Buckingham (2008) Youth, Identity and Digital media. Cambridge Mass.MIT Press.

Kilroy. A et al (2007) Towards transformation, exploring the impact of culture, creativity and the arts on health and well-being .Palgrave-Macmillan.

Essential reading:

Bragg, S & Kehily, MJ (2013) Children and young people's cultural worlds. The Open University Press.

Coleman J & Hagell A (2007) adolescence, risk and resilience, against the odds. John Wiley & Sons Ltd: Chichester.

Foley, P & Leverett, S (2011) Children & Young People's Spaces, Developing Practice. Palgrave Macmillan: Basingstoke.

Kidd W (2012) Culture & Identity. 2nd edition. Palgrave Macmillan.

Livingstone S, Haddon L & Gorzig, A (2012) Children risk and safety on the internet, Research and policy challenges in comparative perspective. Policy Press.

Packham C (2008) Active Citizenship and Community learning .Devon: Learning Matters.

Savage .J (2008) Teenage, the creation of Youth, 1875-1945 .Pimlico.

Thompson S and Thompson N (2008) The Critically reflective practitioner. Hampshire: Palgrave-Macmillan

Other indicative reading:

Bennett A (2001) Cultures of Popular Music .OU Press.

Bennett A & Kahn-Harris K (2004) After Subculture Critical Studies in Contemporary Youth Culture. Palgrave Macmillan: Basingstoke.

Blackman S (2004) Chilling Out, the cultural politics of substance consumption, youth & drug policy Open University press: Maidenhead.

Carey J (2005) What good are the arts? Faber & Faber.

Cottrell J, (2007) Social networks in Youth and Adolescence.Routledge: East Sussex.

Dixon L & Aylward N (2006) Youth Arts in Practice NIACE.

Dwelly T (2001) Creative regeneration, lessons from ten community arts projects.JRF: York.

Foley, P & Leverett, S (2011) Children & Young People's Spaces, Developing Practice. Palgrave Macmillan/Open University: Basingstoke.

Fowler D (2008) Youth Culture in Modern Britain, c.1920-c.1970. Palgrave Macmillan: Basingstoke.

Hendry, L & Kloep, M (2012) Adolescence & Adulthood, Transitions & Transformations. Palgrave Macmillan: Basingstoke.

Livingstone, S, Haddon, L & Gorzig, A (2012) <children, risk and safety on the internet> Research & policy challenges in comparative perspective. The Policy Press: Bristol.

Livingstone D (2009) Children and the Internet. Polity Press.

Miller J (2011) Fashion & Music. Berg publishers: Oxford.

Plummer D (2004) Helping adolescents to build self-esteem. Jessica Kingsley Publishers.

Roberts P (2006) Nurturing Creativity in Young people. DCMS.

Taylor P (2003) Applied Theatre: Transformative Encounters in the Community. Greenwood Press

Yapp N (1999) The Hulton Getty Picture Collection Decades of the 20th century, 1950s on…

Websites:

www.artscouncil.org.uk

www.artswales.org.uk

www.culture.gov.uk

www.creative-partnerships.com

www.creativitycultureeducation.org

www.ruralculture.org.uk

www.theatre-resource.org.uk

www.participationworks.org.uk

www.imcre8tive.co.uk/artswork/enyan/flipbook

www.pewinternet.org/reports/2010/Social-Media-and-young-adults.aspx

www.oii.ox.ac.uk/microsites/oxis

www.bbc.co.uk/arts

Journals:

Artists Newsletter, Raw Vision, Journal of Art and Education, Young People Now, Intellect, and a range of popular music and fashion magazines, and newspaper art sections .