

**MODULE SPECIFICATION FORM**

Module Title: <b>Locating Practice (Applied Arts)</b>	Level: <b>7</b>	Credit Value: <b>20</b>
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Module code: <b>ARA712</b> (if known)	Cost Centre: <b>GAAA</b>	JACS3 code: <b>W700</b>
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Trimester(s) in which to be offered: <b>1</b>	With effect from: <b>September 2015</b>
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<b>Office use only:</b> To be completed by AQSU:	Date approved: <b>August 2015</b> Date revised: Version no: <b>1</b>
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Existing/New: <b>New</b>	Title of module being replaced (if any):
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Originating Academic School: <b>Media, Arts and Design</b>	Module Leader: <b>Steve Keegan</b>
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Module duration (total hours): <b>200</b>	Status: core/option <b>Core</b> (identify programme where appropriate):
Scheduled learning & teaching hours: <b>20</b>	
Independent study hours: <b>180</b>	

Programme(s) in which to be offered: <b>MDes Applied Arts</b>	Pre-requisites per programme (between levels): <b>N/A</b>
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**Module Aims:**

The content of this module is designed to enable the student to consolidate and extend their practice to explore future professional directions whilst integrating practical, aesthetic and intellectual knowledge.

The module aims to:

- To enable students to relate their practice to the wider field of art and design and emerging fields allied to their specialist area.
- To encourage students to investigate and analyse their own work and that of fellow practitioners, developing the ability to make independent aesthetic decisions and enabling them to identify a workable and personal creative philosophy
- To enable students to explore and develop new and innovative working practices in their field, demonstrating a high level of creative, critical and professional understanding.

**Intended Learning Outcomes:**

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

1. Plan, structure and develop a project proposal and make reflective evaluation of the project with regard to critical contexts influencing its direction. (KS1, KS5, KS6)
2. Demonstrate self-direction in tackling and solving problems, and act autonomously in planning and implementing tasks. (KS3, KS8)
3. Demonstrate the ability to show considered judgement with regard to production methods, justify and explain decisions verbally and to apply self-criticism to the work. (KS3, KS8)
4. Display a systematic understanding of their field, which includes a critical awareness of current professional practice and the problems and/or new insights at the forefront of that field. (KS1, KS6, KS8)

**Key skills for employability**

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

**Assessment:**

The student will be expected to evidence the scope and depth of their research by collating material influential and inspirational to their practice, making clear the relevance to the critical, conceptual and professional issues encountered.

Work will be assessed by determining depth and quality of research, development of practical work, experimentation and critical and self-evaluation. Students will present a body of practical work and a journal documenting the research process and critical analysis.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 – 4	Coursework	100%	N/A	N/A

**Learning and Teaching Strategies:**

Students will work on their self-defined, self-directed practice supported by the introductory module seminar, workshops about learning contact agreements, group tutorials, student and tutor-led seminars, lectures, visits and critiques, they will develop the theoretical, contextual and practical skills necessary for the development of their own practice.

**Syllabus outline:**

The module is primarily experimental and explorative. Having established knowledge, position, and context through studying previous modules, this module focuses on the students' current practice and the development of a self-defined and self-directed position as to the professional development of their work, understood in relation to contemporary, historical and theoretical contexts.

Students will now explore these issues and concerns relative to their own practice. The module presents the student with an opportunity to develop their creative practice, and to demonstrate their ability to work independently, using the techniques and processes appropriate to their practice.

**Bibliography:****Recommended Reading:**

- Adamson, G. (2009), *The Craft Reader*. Berg Publishers.  
Adamson, G. (2007), *Thinking Through Craft*. Berg Publishers.  
Dormer, P. (1997), *The Culture of Craft: Status and Future (Studies in Design & Material Culture)* Manchester: Manchester University Press.  
Frayling, C. (2011), *On Craftsmanship. Towards a new Bauhaus*. Oberon Masters.  
Greenhalgh, P. (2003), *The persistence of craft: the applied arts today*, A & C Black.  
Korn, P. (2015), *Why we make things and why it matters: The education of a craftsman*. Square Peg.  
Risatti, H. (2007), *A Theory of Craft: Function and Aesthetics expression*. The University of North Carolina Press.  
Sennet, R. (2009), *The Craftsman*, London, Penguin.

**Journals and web resources**

Crafts

Craft Research, Intellect Ltd.

Crafts Council <http://www.craftscouncil.org.uk/>

Engage <http://www.engage.org/home/index.aspx>

The Design Trust <http://www.thedesigntrust.co.uk>

Anti Copying in Design <http://www.acid.uk.com>

<http://www.artjewelryforum.org>

<http://www.emeraldstreet.com/about-us>

[https://www.facebook.com/ObjectStyle?ref=br\\_rs](https://www.facebook.com/ObjectStyle?ref=br_rs)

<http://www.sightunseen.com>

<http://www.craftscouncil.org.uk/articles/the-here-and-now/>

<http://www.craftscouncil.org.uk/articles/the-first-decade-blog/>

<http://www.artjewelryforum.org>

<http://www.goldsmiths-centre.org>

<http://www.adorn-london.com>

<http://www.thenewcraftsmen.com/about/>