

**MODULE SPECIFICATION FORM**

Module Title: <b>Introductory Subject Studies</b>	Level: <b>4</b>	Credit Value: <b>20</b>
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Module code: ARF413 (if known)	Cost Centre: <b>Gafa</b>	JACS3 code: <b>W100</b>
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Trimester(s) in which to be offered: <b>1</b>	With effect from: <b>September 2016</b>
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<b>Office use only:</b> To be completed by AQSU:	Date approved: <b>August 2015</b> Date revised: <b>June 2016</b> Version no: <b>2</b>
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Existing/New: <b>Existing</b>	Title of module being replaced (if any): <b>Introduction to Visual Research</b>
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Originating School: <b>Creative Arts</b>	Module Leader: <b>GU: Sue Liggett GLLM: Emrys Williams</b>
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Module duration (total hours): <b>200</b> Scheduled learning & teaching hours: <b>40</b> Independent study hours: <b>160</b>	Status: core/option (identify programme where appropriate): <b>Core</b>
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Programme(s) in which to be offered: <b>BA (Hons) Fine Art and MFA programmes FdA Art and Design</b>	Pre-requisites per programme (between levels): <b>N/A</b>
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**Module Aims:**

- To introduce students to the role of visual research within contemporary art and design practice.
- To introduce a range of drawing and other visual research processes.
- To establish a personal language through visual research, risk taking, speculative actions and objective analysis.
- To explore conceptual, objective, generative and expressive drawing practices.
- To establish contextual awareness and the relationship between theory and studio practice.
- To encourage learning from the experience of failure and see it as valuable evidence of growing ability to take risks.

**Intended Learning Outcomes:**

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

1. Demonstrate an understanding of spatial concepts and organisation, line, tone, form, mark-making, colour. (KS1), (KS3), (KS6), (KS7)
2. Explore the potential of materials and processes within the context of drawing and related forms of visual research. (KS3), (KS6), (KS7)
3. Demonstrate an ability to conceptualise and realise ideas visually.(KS1, (KS3), (KS9)
4. Select and apply appropriate forms of visual language in relation to personal intentions. (KS1), (KS4), (KS2)

**Key skills for employability**

KS1. Written, oral and media communication skills

KS2. Leadership, team working and networking skills

KS3. Opportunity, creativity and problem solving skills

KS4. Information technology skills and digital literacy

KS6. Research skills

KS9. Learning to learn (managing personal and professional development, self-management)

**Assessment:**

This module has as its constituent parts Research, Development and Final Outcome. These will form the basis of an ongoing dialogue. Formative assessment will feature strongly as studio based discussions of work in progress will be conducted on a frequent basis and crits will be held toward the end of the module. Student achievement will be measured on the basis of their response to the assignment brief. Staff will also seek evidence of understanding the potential of a variety of media.

Students will be assessed on their knowledge and understanding of visual research through a body of resulting studio practice. This will include a visual research journal containing evidence of contextual research. There is an expectation that students will have a good awareness of the work of relevant contemporary/historical practitioners and an ability to relate this to their own studio practice. Formative assessment will take place within group presentations and critiques. Students will also receive individual formative assessment and feedback.

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

**Learning and Teaching Strategies:**

Students will experience a range of situations of varying duration and emphasis. They will work in the studio from defined or self-identified source material in the life room and will also work on location utilising the local environment. Group seminars and critique situations will review progress and practical studio activity will be supported by workshops, specialist lectures, gallery and museum visits. Students will be expected to start a reflective visual research journal that documents their learning process.

**Syllabus outline:**

This module explores drawing and other forms of visual research as an approach to generating ideas in the context of contemporary fine art practice. We encourage students to test the boundaries of drawing and related forms of visual research through the inventive use of materials and through an understanding of its traditions as well as its relevance to painting, sculpture, installation, performance and the use of lens based media in fine art practices. This module aims to provide students with the opportunity to develop skills in using alternative forms of drawing and visual research within fine art contexts. Students will be encouraged to investigate a range of techniques in relation to the development of their own ideas. Students will be expected to understand the relationship between mark making, the presentation format and the information they wish to record and convey. Through objective analysis they will gain a better understanding of the visual environment and in exploring how best to communicate their findings will achieve a more sensitive application of visual grammar.

**Indicative Content:**

This module aims to introduce visual research within the context of fine art. Students will be expected to develop a versatile and creative approach in their practice matching these with their own creative intentions. Staff will provide a series of practical demonstrations and skills sessions to introduce various approaches, techniques and processes. A typical submission would include 50% visual research containing evidence of supporting visual research and reflection and 50% resulting studio practice.

**Bibliography:**

**Essential Reading:**

- Price, M. (2013). *Vitamin D2: new perspectives in drawing*. London, Phaidon Press Limited
- Sawdon, P., & Marshall, R. (2012). *Hyperdrawing beyond the line of contemporary art*. London, I.B. Tauris
- Stout, K. (2014). *Contemporary drawing: from the 1960s to now*, London, Tate Publishing
- Garner, S. W. (2012). *Writing on drawing: essays on drawing practice and research*. Bristol, Intellect.

**Indicative Reading:**

- Ingold, T. (2007). *Lines: A brief history*. London, Routledge.
- Kingston, A (ed) (2003) *What is Drawing?*, London, Black Dog Publishing
- Ruskin, J. (1971). *The elements of drawing*. New York, Dover Publications
- Newman, A (2003) *The Stage of Drawing: Gesture and Act*, London, Tate Publishing
- Hoptman, L (2007) *Drawing Now: Eight Propositions* (Museum of Modern Art 2007)
- Downs, S (ed) (2007) *Drawing Now: Between the Lines of Contemporary Art*, London, IB Tauris

The module leader will often direct students to additional texts in line with contemporary developments and current module delivery. These can be drawn from the extended list of indicative reading in the Contextual Studies 1 (Fine Art) module.