

Module specification

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Module code	ARD450
Module title	History & Context
Level	4
Credit value	20
Faculty	FAST
HECoS Code	100059 – Fine Art 100048 – Design
Cost Code	GAAP/GADC/ GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Applied Art	Core
BA (Hons) Animation	Core
BA (Hons) Graphic Design	Core
BA (Hons) Illustration	Core
BA (Hons) Comics	Core
BA (Hons) Fine Art	Core
BA (Hons) Photography and Film	Core
DipHE Graphic Design and Multimedia	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g., practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work-based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	30/03/2020

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With effect from date	September 2020
Date and details of revision	16/05/22 Update for revalidation 04/11/2022 Addition of DipHE Graphic Design and Multimedia (CBVC)
Version number	4

Module aims

- To familiarise students to a historical and contextual understanding of their subject area.
- To introduce students to critical thinking, critical analysis, and structured processes of inquiry
- To encourage students to develop curiosity and learn to learn about their interests within the evolution of artistic practices in their discipline.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Organise ideas and originate convincing arguments that lead to clear conclusions.
2	Demonstrate knowledge of a subject specialism.
3	Apply communication skills, visual and textual presentation skills to convey a sequence of ideas.
4	Relate historical artworks with contemporary practices.

Assessment

Indicative Assessment Tasks:

Students will develop a process of inquiry related to specific artworks and contexts and explore connections and changes that link to contemporary practices through:

1. Research Poster (750 word).
2. 1500-word essay or (by advance agreement with teaching staff), assessment

by alternative means such as presentation, website, portfolio of work, exhibition, audio visual presentation or any other media format suitable to the body of the work.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 3	Presentation	50%
2	2 & 4	Written Assignment	50%

Derogations

N/A

Learning and Teaching Strategies

The core of this module will be delivered in a series of thematic lectures and seminars that present a broad historical and contextual perspective of art and design. These themes may include the interconnection between history, social & political issues, technological evolution, philosophy, and art & design.

Student's understanding of their own subject specialism will also be introduced, exploring the varied histories and contexts of their own creative practice.

Students will be introduced to research methodologies and will compile a document that evidences their process of enquiry.

This module will also follow the **ALF (Active Learning Framework)** guidelines, which will include alternative methods of assessment and a blended approach to delivery, with some theory and software sessions being delivered online (depending on requirements and student experience).

Indicative Syllabus Outline

This module has two strands of delivery; The first that introduces students to the intersections between art & design with historical influencers such as (but not limited to) social change, conflict, technological advances, innovation, and practitioners key to the development of their subjects.

The second strand introduces students to the history of their own subject specialism, exploring similar historical influencers.

Students will be challenged to explore practical, technological, and conceptual parallels between the historic origins of their subject and contemporary practices

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cotrell, S. (2017), *Critical thinking skills: effective analysis, argument, and reflection*. London: Palgrave Macmillan Education.

Bignell, J. (2002), *Media Semiotics: An Introduction*. Manchester: Manchester University Press.

Other indicative reading

Benshoff, H.M. and Griffiths, S. (2009), *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies*. Toronto: Wiley-Blackwell.

Choudhuri, S. (2005), *Contemporary World Cinema: Europe, the Middle East, East Asia and South Asia*. Edinburgh: Edinburgh University Press.

Dovidio, J. F., Hewstone, M., Glick, P. and Esses, V. M. (2010), *Handbook of Prejudice*,

Stereotyping and Discrimination. London: SAGE.

Duncum, P. (2010), *Seven Principles for Visual Culture Education*, *Art Education*, 63 (1), pp 6-10.

Isaak, J. A. (1996), *Feminism and Contemporary Art. The Revolutionary Power of Women's Laughter*. London: Routledge.

Lubben, K. (2011), *Magnum Contact Sheets*. London: Thames, and Hudson Ltd.

Maldonado Torres, N. (2007), *On the Coloniality of Being*. *Cultural Studies*, Vol. 21, Issue2-3, pp. 240 – 270.

Nochlin, L. (1988), "Why Have There Being No Great Women Artists?" *In Women, Art, And Power and Other Essays*. Westview Press, pp.147- 158.

Quijano, Anibal (2007), *Coloniality and Modernity*. *Cultural Studies*, 21:2, 168-178.

Solnit, R. (2004), *River of Shadows: Eadweard Muybridge and the Technological Wild West*. London: Penguin Books.

Wolf, N. (2002). *The Beauty Myth*. New York: Harpel Perennial.

Employability skills – the Glyndŵr Graduate

Each module and programme are designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication