

Module Title:	Contextualising Design	Level:	5	Credit Value:	20
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Module code:	ARD501	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GADC	JACS3 code:	W200
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Semester(s) in which to be offered:	1	With effect from:	September 16
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School:	Creative Arts	Module Leader:	Manon Awst
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Art and Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
n/a

Office use only

Initial approval June 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

- To enable students to critically recognise and apply different theoretical and conceptual strands to the critical discussion relating to design.
- To enable students to evaluate, analyse visual and textual material in relation to design and their subject area of study.
- To introduce students to primary critical and theoretical concepts.
- To introduce students to a range of research methodologies, concepts, practices and strategies relating to their design discipline.
- To provide the opportunity for directed and independent research leading towards the development of a presentation in relation to their creative practice.

Intended Learning Outcomes

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
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify relevant and appropriate sources of information and application to the visual and textual analysis of design	KS1	
		KS4	
		KS9	
2	Critically evaluate, analyse and synthesise appropriate critical and theoretical texts.	KS6	
		KS5	
		KS2	
3	Identify and apply a range of research skills, methodologies and evaluation of the relevant forms and modes of information, including textual and electronic.	KS6	
		KS4	
4	Recognise and evaluate the application of theoretical and critical research methodologies to the analysis and evaluation of areas of design practice.	KS2	
		KS3	

5	Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	KS1	
		KS2	
		KS3	

Transferable/key skills and other attributes

- Independent and self-directed learning.
- Problem Solving Skills.
- Creative solutions to new situations.
- Initiate and develop research project proposals.
- Evaluate, analyse and synthesise information and communicate these verbally and in writing.
- Ability in time management/organisational skills.

Derogations

None

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Learning logs/journals	100		

Learning and Teaching Strategies:

Students will be required to show a high level of initiative and enquiry to achieve the outcomes defined within this module. Formal delivery will be through key talks relating to design theory and practice, supported by seminar and tutorial sessions on a group or individual basis. Visits to museums, galleries, festivals, exhibitions and other relevant field trips will broaden the students' experience. Students will also be directed to relevant and appropriate electronic sources for information and forums that relate to their subject disciplines.

Syllabus outline:**Rationale:**

This module provides students an opportunity to build on their ability to analyse their own work and that of others, critically, and to contextualise their studio practice in relation to historical and contemporary practice. It also consolidates the ability to direct research, to debate in well-structured discussion, and to articulate ideas through written and practical outcomes. It will stimulate an enquiry into current critical and theoretical thinking around cultural and material practices and enable them to explore defined themes. Emphasis is placed on the development of a critical understanding and awareness on the interrelationship and overarching concepts, debates and creative practices between different domains of design. Students are introduced to conceptual ideas and theories as a foundation for further discussion and research on how these impinge on their subject specialism. Fundamentally this module will enable students to continue to integrate critical theory and methodologies into their studio practice, and to gain a working knowledge of contemporary practice.

Indicative Content:

Students will receive a range of lectures, group seminars and tutorials to support the critical development of their understanding and evaluation of the critical and theoretical debates in relation to design practice. Lectures will introduce students to core overarching debates and concepts relating to the analysis and critical evaluation of design practice. Research methodologies and concepts will be introduced to form a presentation and the production of accompanying research and creative practice.

Bibliography:**Essential reading**

Elkins, J. (2010) *Visual Cultures*, intellect books.
Heller, S. (2003) *Citizen Designer*, Allworth, USA.
Klein, N. (2010) *No Logo*, Fourth Estate.
Lewis, J. (2008) *Cultural Studies: The Basics*, SAGE.
Sparke, P. (2000) *An Introduction to Design and Culture: 1900 to the present*, Routledge.

Other indicative reading

Lezano, D. (2005) *The Photography Bible*, David and Charles.
Benedict, R. (2003) *Patterns of Culture*, Houghton.
Balaram, S. (2010) *Thinking Design*, SAGE.
Cope, B. and Kalantzia, M. (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge.
Lavin, M. (2002) *Clean New World: Culture, Politics, and Graphic Design* MIT.
Lister, M. & Dovey, J. (2008) *New Media: A Critical Introduction*, Routledge.
Salen, K. & Zimmerman, E. (2003) *The Game Design Reader: A Rules of Play Anthology*
Shroeder, J. (2005) (ed) *Brand Culture*, Routledge.
Ahrens, J. (2010) *Comics and the City: Urban Space in Print, Picture and Sequence*, Continuum.

Essays online

<http://graphicdesigntheory.net/essaysLupton4.htm>
<http://lawsofsimplicity.com/>
http://www.paul-rand.com/index.php/site/thoughts_playInstinct/
<http://www.xs4all.nl/~maxb/ftf2000.htm>
<http://www.emigre.com/Editorial.php?sect=1&id=23>

Weblinks

<http://www.bfi.org/>
<http://www.institutewithoutboundaries.com/>
<http://www.brucemaudesign.com/>
<http://www.designobserver.com/>
<http://designarchives.aiga.org/>
<http://www.ijdesign.org/>
<http://www.barnbrook.net/>
<http://www.miltonglaser.com/>
<http://www.eamesgallery.com/>
<http://www.architectureforhumanity.org>
<http://www.urban-age.net/>

Journals and Periodicals

Design Issues, MIT Press
Journal of Writing in Creative Practice, Intellect Ltd.
Craft Research, Intellect Ltd.
Varoom: Illustration, Culture and Society, AOI
Eye Magazine, *The International Review of Graphic Design*
Human-Computer Interaction, Taylor and Francis, Routledge Press

Film Studies Manchester University Press
Animation: An Interdisciplinary Journal, Sage Press