MODULE SPECIFICATION FORM

Module Title: **Locating Practice (Design)**	Level: **7**	Credit Value: **20**

Module code: ARD712 (if known)	Cost Centre: GADC	JACS3 code: **W200 / W600**

Trimester(s) in which to be offered: 1	With effect from: September 2015

Office use only: To be completed by AQSU:	Date approved: Date revised: Version no:

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

Originating Academic Business Division: Media, Arts and Design	Module Leader: Steve Keegan

Module duration (total hours): 200 Scheduled learning & teaching hours 20 Independent study hours 180	Status: core/option (identify programme where appropriate): Core

Programme(s) in which to be offered: MDes: Animation, Visual Effects and Game Art / MDes: Film and Photography / MDes: Graphic Design and Multimedia / MDes: Illustration, Graphic Novels and Children's Publishing	Pre-requisites per programme (between levels): N/A

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 enable students to locate their practice within a theoretical and critical context.
- 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 theoretical and critical contexts influencing its direction. (KS1, KS2, KS3, KS5, KS6)
2. Demonstrate informed independent judgement in finding and solving problems, and act autonomously in planning and implementing tasks. (KS1, KS3, KS4, KS5, KS6, KS9)
3. Demonstrate the ability to show considered judgement with regard to methods of creative enquiry and production of work. (KS1, KS2, KS3, KS5, KS6, KS9)
4. Apply relevant critical frameworks drawn from the study of contemporary practice to the work and explain decisions verbally and in writing. (KS1, KS4, KS5, KS6, KS9)
1. 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, KS2, KS3, KS5, KS6, KS8, KS9)

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
KS8. Career management skills
KS9. Learning to learn (managing personal and professional development, self-management)

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)
Assessment:	All (1 – 5)	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, and context through studying previous modules, this module focuses on the development of an informed position and strategy for the development of their practice. This takes into account their professional working context, understood in relation to contemporary, historical and theoretical precedents.

The module presents the student with an opportunity to develop their creative practice, and to demonstrate their ability to work independently, using critical skills techniques and processes appropriate to their practice.

Indicative content:

The module commences with a series of seminars exploring current practices in the specialist fields of design. Students review their recent work in terms of its rationale aims and design outcomes. They are encouraged to identify qualities and characteristics and establish reference points across a range of contemporary and specialised areas of art and design practice. Through negotiation, students will plan structure and develop projects that will translate written proposals into design and production.

Bibliography:
General Recommended Reading:
Berman, D. B. (2009) *Do good: how designers can change the world*, Berkeley, Calif.: AIGA.
Brown, T. & Katz, B. (2009) *Change by design: how design thinking transforms organizations and inspires innovation,* 1st ed. New York: Harper Business.
Craig-Martin, M. (2015). *On being an artist*, London, Art Books
Heller, S. & Vienne, V. (2003) *Citizen designer: perspectives on design responsibility,* New York: Allworth Press.
Ranciere, J., & Rockhill, G. (2013). *The Politics of Aesthetics*. London: Bloomsbury Publishing.

Animation, Visual Effects and Game Art
Indicative Reading:
Dille, F. (2008) *The Ultimate Guide to Video Game Writing and Design*. Lone Eagle Publishing Co.
Graner-Rey, S. (2003) *Gender Inclusive Games Design: Expanding the Market,* Charles-River Media.
Goldstone, W. (2009) *Unity Game Development Essentials*: Packt Publishing.
Rodriguez, D. (2012) *Animation Methods*, Createspace.
Zimmerman, E. & Salen, K.(2003) *Rules of Play: Game Design Fundamentals* The MIT Press

Film and Photography
Indicative Reading:
Badger, G. (2014) The Genius of Photography, Quadrille Publishing Ltd.
Barnbaum, B,(2010) *The Art of Photography: An Approach to Personal Expression*. Rocky Nook.
Evans, J & Hall, S (1999) *Visual Culture: The Reader*. Sage Publications Ltd.
Ingledew, J. (2005) *Photography*, Laurence King Publishing.
Krzywinska, T. and King, G. (Eds) (2002) *ScreenPlay: Cinema/videogames/interfaces,* Wallflower Press.
Larsen, J. & Sandbye, M. (2014) *Digital Snaps: The New Face of Photography*. I.B. Tauris & Co.Ltd.
Monaco, J. (2009) *How to Read a Film: Movies, Media, and Beyond: The World of Movies, Media, Multimedia: Language, History, Theory*. OUP USA
Poynor, R. (2007) *Obey the Giant, Life in the Image World*, London Birkhauser.

Graphic Design and Multimedia
Indicative Reading:
Lidwell, W., Holden, K. & Butler, J. (2003) *Universal principles of design*, Gloucester, Mass.: Rockport.
Papanek, V. J. (1995) *The green imperative: natural design for the real world,* New York: Thames and Hudson.
Williams, J. (2012) *Type Matters,* Merrel Publishers.
Carter, P. (2004). *Material thinking: The theory and practice of creative research*. Carlton, Vic: Melbourne University Press.
Roberts. L. (2006) *Good: An Introduction to Ethics in Graphic Design*, AVA Publishing.

Illustration, Graphic Novels and Children's Publishing
Indicative Reading:
Klanten, R. & Ehmann, S. (2009) *Play all day: design for children*, Berlin: Gestalten.
Graw, I., Birnbaum, D., Hirsch, N., Geimer, P. (2012). *Thinking through painting: Reflexivity and agency beyond the canvas*. Berlin: Sternberg Press
Poynor, R. (2007) *Obey the Giant, Life in the Image World*, London Birkhauser.

Periodicals and Weblinks
Center for Universal Design http://www.design.ncsu.edu/cud/
Change Observer http://changeobserver.designobserver.com/
GOOD http://www.good.is//
TED talks http://www.ted.com/
Image & Narrative: Online Magazine of the Visual Narrative http://www.imageandnarrative.be/
Artist resource and publications http://www.a-n.co.uk/
Creative Review, Centaur Communications.
Computer Arts, Future Publishing
EDGE, Future Publishing
Eye, Haymarket Publishing
MUTE, Texere Publishing, http://www.metamute.com/

Res, Res Media Group http://resfest.com/
WIRED, Wired UK, http://www.wired.com/