

Module specification

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Module code	ARF508
Module title	Specialist Study (Fine Art)
Level	5
Credit value	40
Faculty	FAST
Module Leader	John McClenaghan
HECoS Code	100059
Cost Code	GAAP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Fine Art	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	80 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	80 hrs
Placement / work based learning	0 hrs
Guided independent study	320 hrs
Module duration (total hours)	400 hrs

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Initial approval date	30/03/2020
With effect from date	01/09/2021
Date and details of revision	20/09/2021 Change of Learning and Teaching hours
Version number	3

Module aims

- To provide students with the opportunity to develop professional levels of skill and competence with regard to chosen specialist area/s.
- To provide a context for negotiated learning and to stimulate independent learning.
- To explore the nature and boundaries of practice.
- To increase student responsibility for the direction of study and the location of practice.
- To provide the opportunity for the production of a body of work, that demonstrates the synthesis of cognitive, imaginative and expressive capabilities.
- To generate a statement of intent.
- To stimulate critical debate and to enhance presentation and communication skills.

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

1	Demonstrate critical analysis of own work and the work of others.
2	Demonstrate a clear understanding of the theoretical underpinning of their ideas.
3	Demonstrate knowledge and experience through the considered application of materials and processes.
4	Demonstrate the capacity to realise identified objectives within the context of negotiated study.
5	To provide and apply supporting visual and contextual research

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The key to the assessment process will be the relationship established in the submission between the contextual research and accompanying studio practice. Assessors will be looking for evidence of the extent to which the student's emerging critical framework established through the identification and interrogation of relevant precedents has resulted in strategies applied in the studio. The more accomplished submissions will also evidence a reflective process where the student used empirical knowledge arrived at through studio practice to inform their critical framework and reach new conclusions. The result being the establishment of a sustainable relationship between theory and practice.

In summary students will:

- Identify a key problem/s within their current studio practice.
- Identify other artists with similar problems (precedent).
- Research how they or others said they approached these problems via contemporary writings.
- Evaluate how successful they were (interrogate the precedent).
- Apply the solutions suggested to their own practice (or identify how they could).
- Evaluate the results and identify possible ways forward.

Students should present a substantial body of artwork including evidence of reflective research showing an integrated process of theoretical and practical research. Students will also be assessed on the quality of execution of a work, application and appropriateness of media and processes, and presentation of work. Supporting materials are likely to include reflective research journal, sketchbooks, notebooks, drawings, models and maquettes that should provide evidence of conceptualisation, reflection, visual thinking and the generation and development of ideas. A creative and inventive approach will be welcomed and there should be considerable evidence that students have deviated from the norm in a considered way.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-5	Coursework	100

Derogations

None

Learning and Teaching Strategies

Independent research will inform the practical nature of the work at this stage, and proposals will be examined in personal tutorials. Common themes, issues and current concerns will be considered in group seminars leading to the identification of questions which will form the basis of a theoretical and practical research process. Students will be engaged in independent and directed study, and will be expected to seek practical advice and technical guidance as and when needed. Supervised demonstrations, lectures, directed studio sessions, tutorials and technical support are provided. Group seminars and reviews of work in progress will inform and direct individual subject study.

Indicative Syllabus Outline

Syllabus outline:

This module assumes that students have reached a level of competence with regard to using specific techniques and material related processes to realise their creative intentions. The emphasis within this element of the programme is to increase their responsibility for the direction of study and the location of practice. This is achieved through a research project that seeks to establish the relationship between studio practice and the broader critical and contextual reference points that inform it. It allows for a large element of negotiation within the choice of core themes and serves as a basis for the negotiated study programme at level 6.

This module is introduced as a negotiated learning programme within which students will assume increasing responsibility for the direction of study and the location of practice. The learning experience will be supported by regular timetabled tutorials, with both personal tutors and also from other staff teaching in their chosen area. Formative assessment will take the form of group critique with verbal feedback from staff half way through the module's duration. The work will be summatively assessed at the module's conclusion at which point written feedback is provided. Students should continue to pay particular attention to contemporary issues, concepts and practices. They will also be judged on their oral and discursive ability to support their arguments which is evidenced in the quality of the written reflection supported by relevant illustrations drawn from ongoing studio practice and that of relevant artists featured as part of the final submission.

Indicative Bibliography:

Essential Reads

Graw, I., & Lajer-Burcharth, E. (2016). *Painting beyond itself: The medium in the post-medium condition.*

Costello, D., & Iversen, M. (2011). *Photography After Conceptual Art.* New York, NY: John Wiley & Sons.

Franklin, K., & Till, C. (2019). *Radical matter: Rethinking materials for a sustainable future.*

Other indicative reading

Petry, M. (2012). The art of not making: the new artist/artisan relationship. London, Thames & Hudson.

Ranciere, J., & Elliott, G. (2009). The emancipated spectator. London, Verso

Roberts, J. (2007). The intangibilities of form: Skill and deskillling in art after the readymade. London: Verso.

Adorno, T., & Jameson, F. (2007). Aesthetics and politics. London, Verso.

Fried Michael (1967), 'Art and Objecthood', in Gregory Battcock, Minimal Art : a Critical Anthology. (New York: Studio Vista, 1968), pp. 116-147.

Morris, Robert (1969), 'Notes on Sculpture 4: Beyond Objects' in Art in theory, 1900-2000 : an anthology of changing ideas pp. 881-885

Lippard, Lucy and Chandler, John 'The Dematerialization of Art' (1968), reprinted in

Conceptual art : a critical anthology, eds Alberro A. and Stimson, B. Cambridge, Mass. and

London: MIT, 1999, pp. 46-50

Hopkins, D (2000) After Modern Art : 1945-2000 Oxford, Oxford University Press

Wood, P (2002) Conceptual art, London : Tate Publishing

Employability skills – the Glyndŵr Graduate

Each module and programme is 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
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication