

Module Code:	ARD309
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Module Title:	Creative Processes
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Level:	3	Credit Value:	20
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Cost Centre(s):		JACS3 code:	W213
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Faculty:	Faculty of Arts, Science And Technology	Module Leader:	Sue Thornton
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Graphic Design (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Comics (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Children's Publishing (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Surface Design (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Illustration (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Animation (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Game Art (with Foundation Year)	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 12/12/2018

Version no:1

With effect from: 01/09/2019

Date and details of revision:

Version no:

- Demonstrate an understanding of principles and methodologies associated with art and design practice
- Explore the creative interaction between research, concepts, media and techniques
- Develop a comprehensive creative process incorporating evidence of professional 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	Demonstrate the ability to apply research from a variety of sources to challenge ideas	3	
		6	
		7	
2	Explore and critically evaluate the creative interaction between ideas, materials and methods to generate effective solutions	1	
		4	
		9	
3	Communicate ideas and concepts through a broad range of media and processes	1	
		3	
		5	
4	Produce a comprehensive body of work to a final, professionally presented conclusion	8	
		9	
		10	

Transferable skills and other attributes

- Research skills
- Reflective critical skills
- Develop and manage an individual programme of work
- Presentation skills

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will demonstrate skills and understanding through a body of work generated through practical tasks. Competence will be identified through sketchbooks, design sheets, storyboards, three-dimensional practise, photography and other forms of visual communication. Emphasis will be placed on the development of enquiry and problem solving.

Research and reference must inform and extend the student's knowledge and exploration. A reflective journal, research file or blog will communicate this visual journey.

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

Learning and Teaching Strategies:

- Keynote lectures will introduce basic principles and contextualise content
- Demonstrations and workshops will provide guidance in technical processes
- Assignments will facilitate the exploration of ideas and techniques and require students to demonstrate their understanding of various processes and possibilities.
- Cross delivery will provide a broad base for students to work with a variety of media
- Tutorials, group critiques and discussion forums will support student development and their understanding of a range of visual contexts

Syllabus outline:

A broad range of art and design visual processes will be investigated whilst encouraging risk-taking. Coursework will extend knowledge and exploration into subjects such as painting, printmaking, composition, film making and sequential design.

Students will be expected to demonstrate a practical understanding of how ideas and research relate to materials and processes through a variety of visual tasks and solutions and reflect their understanding and extended art and design vocabulary through sketchbooks and/or blogs. The final body of work should exhibit a thorough process of investigation.

Indicative Bibliography:

Essential reading

Berger J. (1972) *Ways of Seeing*, London BBC/Penguin

Craig-Martin, M. (2015) *On Being an Artist*, London, Art Books

Other indicative reading

Kuhn, A., & Westwell. G. (2012), *Oxford Dictionary of Film Studies*. Oxford, Oxford University Press.

Rodrigo Alonso et al (2006), *Vitamin Ph: New Perspectives in Painting*. London/New York, Phaidon.

Dexter, E. (2003) *Vitamin D – New Perspectives in Drawing*, London, Phaidon

Schwabsky, B. (2003) *Vitamin P – New Perspectives in Painting*, London, Phaidon

Albers, J. (2013) *Interaction of Colour* Yale University Press