

MODULE SPECIFICATION FORM

Module Title: Ideas and Concepts (Design)	Level: 4	Credit Value: 20
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Module code: ARD415 (if known)	Cost Centre: GADC	JACS3 code: W213
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Trimester(s) in which to be offered: 2	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: August 2015 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any): ARD407
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Originating Academic School: Media, Arts and Design	Module Leader: Dan Berry
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Module duration (total hours): 200 Scheduled learning & teaching hours: 50 Independent study hours: 150	Status: core/option (identify programme where appropriate): Core
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Programme(s) in which to be offered: BA (Hons) Design: Animation, Visual Effects and Game Art/BA (Hons) Design: Film and Photography/BA (Hons) Design: Graphic Design and Multimedia/BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing/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
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<p>Module Aims:</p> <ul style="list-style-type: none"> • To develop visual research skills and knowledge of art and design. • To contextualise research findings and explore the creative development of ideas and concepts within various design disciplines. • To reinforce design methodology and design skills through creative and imaginative solutions to problem solving. • To develop an awareness of the vital role of visual communication in its many forms and its influence on society. • To stimulate imagination through intellectual challenges inherent in assignments.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Recognise and apply ideas drawn from divergent areas of art and design. (KS4)
2. Utilise a variety of research methods in the design process. (KS6)
3. Express and communicate ideas and concepts through a variety of ways including sketchbooks, roughs, design sheets, mock-ups, photography, sequential drawing and storyboarding. (KS1, KS2, KS3)
4. Demonstrate the development and evaluation of responses to an assignment and the refinement in presentation of finished solutions. (KS3, KS5)
5. Explore issues surrounding the communication of ideas and demonstrate critical awareness and contextual thinking. (KS9)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

Assessment:

This module will be assessed through a series of practical assignments. Students will be expected to fully document the development of their ideas and concepts in response to solving problems inherent in each assignment. This can be in the form of worksheets, sketchbooks, storyboards, photography, or other visual means of communicating ideas. Students will also keep a reflective journal (or blog) evidencing their work for this module.

Students will be assessed on the demonstration of their design skills and their ability to communicate effective solutions to given problems. They will also be encouraged to articulate the expression of their ideas, both verbally and visually to their peers. Students will be expected to evaluate their learning experiences from the assignments in their reflective journal. This reflective practice is ongoing and integral to the learning process and will contribute to a student's overall personal development plan.

A professional attitude in the working environment, engagement in the group critiques and seminars and commitment to study will be reviewed in the students' performance for this module.

In assessing the learning outcomes, a variety of factors will be taken into account, these include:-

- Application of a variety of research methods.
- Recognition of the processes involved within design practice.
- Ability to originate creative ideas and concepts.
- Demonstration of a variety of visual language skills.
- Exploration and appraisal of a variety of media and presentation skills.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 – 5	Course work	100%	N/A	N/A

Learning and Teaching Strategies:

This module will be taught through a series of practical research and design workshops and directed unsupervised study in which students will undertake a number of theme based assignments within their design disciplines. These will be supported with lectures and a variety of media and technical demonstrations.

Students will fully document their conceptual design development in their reflective journals.

Syllabus outline:

This module focuses on the vital skills of visual research, the methods and processes used in generating ideas, conceptualising and composition, on formulating appropriate and effective design strategies and solutions to given briefs within a chosen area of study.

The content of the module exists within the processes the student becomes involved in; personal research, intellectual inquiry, aesthetic interpretation, ideological solutions in response to the set assignments.

This interface of personal preferences and cultural significances is organised for the purpose of this module in terms of the students' abilities in the following areas:-

- Utilisation of a variety of the research methods.
- Their ability to generate and develop ideas and concepts.
- Expression and communication of these in visual terms.
- Critical awareness of the significance of visual messages.
- The development and evaluation of a personal design language and communication skills.

Indicative Content:

Students will explore ideas and concepts through themed based assignments:

Animation, Visual Effects Game Art

Generating ideas and concepts through drawing. Interpretation of ideas from sound sources such as voice, music and SFX, digital processes, manipulation and abstraction of sound and colour, concept artwork, storyboarding, ideas for 2D cut-out, experimentation with mixed media under camera, ideas for simple puppets and sets, investigation of genre characters and storyline.

Film and Photography

Generating and developing ideas and concepts through sound and image; ways of seeing through photo manipulation, developing concepts for commercial, drama, title sequence, reportage, documentary and post production manipulation.

Graphic Design and Multimedia

Generating and interpretation of ideas and concepts through visual communication, layout, type manipulation, image, sound, digital processes, investigation of subject matter, brainstorming and mind mapping, gathering inspiration using reference material and resources.

Illustration, Graphics Novels and Children's Publishing

Generating and developing ideas and concepts through sketchbook work, research, mind-mapping, gathering inspirational information and reference material. Developing characters and working within constrained briefs. Sequencing narrative information, responding to text and establishing an effective creative process.

Bibliography:

Essential Reading:

Badger, G. (2014), *The Genius of Photography*, Quadrille Publishing Ltd.

Berger, J. (2009), *About Looking*, Bloomsbury Publishing PLC.

Crow, D. (2010), *Visible Signs: An Introduction to Semiotics (Required Reading Range)*. 2 ed. AVA Publishing.

Hart, J. (2007), *The Art of the Storyboard: A Film Maker's Introduction*: Focal Press.

Macario, J. (2009), *Graphic Design Essentials: Skills, Software & Creative Solutions*, Laurence King.

Pipes, A. (2007), *Drawing for Designers*, Laurence King.

Design Indicative Reading:

Butler, J., Holden, K. & Lidwell, W. (2007), *Universal Principles of Design: 100 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*, Gloucester, Ma.: Rockport Publishers Inc.

Bancroft, T. (2006), *Creating Characters with Personality: For Film, TV, Animation, Video Games, and Graphic Novels*: USA, Watson-Guptill Publications Inc.

Arden, P. (2006), *Whatever You Think, Think The Opposite*. Penguin.

Colson, R. (2007), *The Fundamentals of Digital Art*, London: AVA Publishing.

Fletcher, A. (2005), *The Art Of Looking Sideways*, Phaidon.

Johnson, M. (2007), *Problem Solved, A Primer in Visual Communication*, London Phaidon.