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Refer to guidance notes for completion of each section of the specification.

Module Code:	ARD461
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Module Title:	Introduction to Writing and Illustrating Children's Books
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Level:	4	Credit Value:	10
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Cost Centre(s):	GADC	JACS3 code:	W220
		HECoS code:	100062

Faculty	FAST	Module Leader:	Yadzia Williams
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Scheduled learning and teaching hours	18 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	18 hrs
Placement / work based learning	
Guided independent study	82 hrs
Module duration (total hours)	100 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Stand Alone Module Aligned to BA (Hons) Children's Books for QA and assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only	
Initial approval: 06/01/2020	Version no:1
With effect from: 06/01/2020	
Date and details of revision:	Version no:

Module Aims
<p><i>To introduce the students to the Design Thinking Process as a framework for creativity. To develop practical exploration of media and techniques in solution of design assignments within a storytelling environment.</i></p> <p><i>To encourage evaluative thinking in individual creative writing and illustration.</i></p>

Module Learning Outcomes - at the end of this module, students will be able to	
1	Produce a portfolio of original writing and development into visual storytelling.
2	Demonstrate understanding of techniques available to communicate with the reader/audience
3	Demonstrate practical design skills using a variety of media and techniques, bringing them to fruition as final outcomes

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	N/A
Creative	I / A
Enterprising	N/A
Ethical	N/A
KEY ATTITUDES	
Commitment	N/A
Curiosity	I / A
Resilient	N/A
Confidence	I / A
Adaptability	I / A
PRACTICAL SKILLSETS	
Digital fluency	N/A
Organisation	I / A
Leadership and team working	I / A
Critical thinking	I / A
Emotional intelligence	N/A
Communication	I / A
Derogations	
None	

Assessment:

Indicative Assessment Tasks:

Guidance: please ensure you add indicative word count and durations within the narrative body of this section

Critical discussion will take place during and at the end of assignments with group critiques and individual tuition forming the basis of ongoing formative assessment.

A body of work presenting the design development and production will be presented at the end of the module. Students will be assessed on their exploration of generating ideas for stories and the relationship of text and image, in their solution to storytelling. This should be supported by documentation of the working methods and contextual influences that the student has become aware of and used during the course of the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	All (1-3)	Portfolio	100%

Learning and Teaching Strategies:

Key lectures will introduce the module, presenting the various stages of the Design Thinking Process and introducing them to what makes a good picture book for children.

Students will be engaged in directed and independent study. They will receive workshop demonstrations where appropriate and support during each stage of the design process.

At the end of each stage of the design process there will be a group critique during which students will self-criticise and evaluate their work to their peers and offer constructive criticism on the work of others in the group.

Syllabus outline:

The module is designed to encourage creative exploration and experimentation of a range of media and techniques within writing and illustrating children's picture books. Students will use ideas and concepts and apply a variety of media and techniques that explore the boundaries of what is current practice within children's picture books.

Indicative Content:

The acquisition and development of a good working knowledge of illustration and narrative design that will both facilitate and inform creative processes in response to the creative development of children's picture books

Indicative Bibliography:**Essential reading**

A wide range of children's picture books will be provided by the tutor as inspiration to show the vast range of approaches to the Picture Book and will also be used as appropriate examples during the module talks and lectures.

Desdemona McCannon, Sue Thornton, Yadzia Williams (2008) The Encyclopedia of Writing and Illustrating Children's Books , Running Press

Other indicative reading

*Leonard S Marcus (2012) Show Me a Story! Why Picture Books Matter, Candlewick Press
Gestalten (2012) little big books, illustrations for children's picture books*