

MODULE SPECIFICATION FORM

Module Title: Specialist Study (Illustration, Graphic Novels and Children's Publishing)	Level: 5	Credit Value: 40
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Module code: ARD519 (if known)	Cost Centre: GADC	JACS3 code: W212
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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): Design Directions
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Originating Academic School: Media, Arts and Design	Module Leader: Dan Berry
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Module duration (total hours): Scheduled learning & teaching hours Independent study hours	400 100 300	Status: core/option (identify programme where appropriate):	Core
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Programme(s) in which to be offered: BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing / MDes: Illustration, Graphic Novels and Children's Publishing	Pre-requisites per programme (between levels): N/A
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Module Aims:

- To provide an appreciation of the broader directions within which creative practice can take place.
- To provide opportunity to develop particular aspects of current research through advanced means of creative practice in illustration, graphics novels or children's publishing.
- To develop an appreciation of the uncertainty, ambiguity and limits of knowledge.
- To develop the ability to manage their own learning and make use of original materials and critical reflection appropriate to the direction of study.
- To enable the production of a sustained piece of work in preparation for negotiated studies at level 6.

Intended Learning Outcomes:

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

1. Explore the broader directions in which their design practice can take place. (KS1, KS2, KS3, KS4, KS5, KS6, KS9)
2. Develop personal research and extend their creative practice within selected areas of illustration, graphics novels or children's publishing. (KS1, KS3, KS6)
3. Critically evaluate issues, assumptions, abstract concepts and make judgements in identifying and solving problems. (KS1, KS2, KS3, KS6)
4. Exercise personal responsibility and decision-making and extend theoretical and practical understanding in a chosen direction of illustration, graphics novels or children's publishing. (KS3,KS4, KS5, KS6, KS7, KS8, KS9)
5. Produce a sustained piece of work in preparation for study at level 6. (KS1, KS2, KS4, KS5, KS8, 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:

Students will produce a body of work dependent on the direction of study within their programme area. Assessment will be based on competence in research methodology, analysis of design problems, expression of ideas and concepts, effectiveness of communication, choice of appropriate media and techniques, production process and presentation skills.

Assignments will be presented in an appropriate format for group analysis. Students will keep technical/production files and a reflective journal that evidences their research, investigation of ideas and a self-critical evaluation of their work. Attendance and contributions to seminars and critiques will also be taken into consideration when assessing students' performance and learning in this module.

Formative assessments through group critiques will take place in stages through the semester. Individual summative assessments will take place at the end of the module.

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

Research and design development.

Conceptualisation of ideas.

Critical analysis and communication of design solutions.

Appropriate use of media and techniques.

Manage their own workloads and meet deadlines.

Presentation and critical evaluation of finished work.

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

Learning and Teaching Strategies:

Key lectures by programme staff will analyse and explore different areas of design practice. Themed seminars, (in conjunction with Contextual Studies 2), will consider social, ethical and cultural issues within current practice that will encourage group debate.

Students will develop personal research for their work and explore design solutions in a variety of directions using appropriate media and methods. Emphasis will be placed on research and analysis from critical and contextual viewpoints. Tutorial support and guidance will be provided on a regular basis to allow negotiation and monitoring through design and production of work.

Students will select the subject matter and determine the approach and structure of their concepts and design practice appropriate to their direction of study. They will consider the relationship between target audience/viewer and what is being communicated.

Practical studio work will involve design and production of assignments within their chosen area of study. Students will make formal presentations of their work to their tutors and peer group for critical analysis. This will be completed in stages at specified points during the design and production of assignments.

Syllabus outline:

This module enables students to consolidate their existing skills and develop work in their design discipline. They will acquire new competences in design methodology and creative practice through specialist study. It aims to extend the student's theoretical knowledge and technical experience in areas that can facilitate and enrich their design direction. It also aims to extend and complement other theoretical and practical work at this level and enables students to produce sustained pieces of work in preparation for their negotiated studies at level 6.

Consideration of social, ethical and cultural issues within current practice will form part of investigation and exploration. Students will initiate, develop and realise distinctive and creative work within illustration, graphic novels or children's publishing.

Students will have greater responsibility for the direction of their work and the opportunity to develop their choice of media in the interpretation of finished work.

Indicative Content:

Students will consolidate their existing skills and develop work in their chosen specialism, through illustration practice, children's publishing or graphic novels. This could include any of the following; editorial, book publishing, printmaking, model making, digital artwork, studio collaboration, comics & graphic novels, children's books and sequential design. Professional reproduction and duplication techniques and presentation skills will be required.

Bibliography:**Essential reading:**

- Dawber, M. (2004), *Image Makers*, Mitchell Beazley.
- Klanten, R. & Hellige, H. (2005), *Contemporary Illustration and its Context*.
- Salisbury, M. (2004) *Illustrating Children's Books, Creating Pictures for Publication*, Quarto.
- Thaler, P. Klanten, R. Hellige H, Mischler M (2001), *Pictoplasma Contemporary Character Design*,
- Zeegan, L. (2005), *Digital Illustration*, Rotovision.
- Bell, R. (2005), *Pictures and Words: New Comic Art and Narrative Illustration* Laurence King Publishing.
- Marcus, L. M. (2002), *Ways of Telling: Conversations on the Art of the Picture Book*, Dutton Books.
- Wolk, D. (2007), *Reading Comics: How Graphic Novels Work and What They Mean*, Da Capo Press.
- McCloud, S. (2006), *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*, Harper Collins.
- Marcoci, R. (2007), *Comic Abstraction: Image Breaking, Image Making*, Museum of Modern Art.

Other indicative reading:

- Borrelli, L. (2003), *Fashion Illustration Now*, Thames & Hudson.
- Klanten, R. & Helligie, H. (2003), *Grimms, The Illustrated Fairy Tales of the Brothers Grimm*.
- Lewis, N. & Stewart, J. (2004), *Tales of Hans Christian Anderson*, Walker Books.
- Blake, Q. (2002), *Magic Pencil: Children's Book Illustration Today* London: British Library Publishing. Division.
- Walton, R. (2004), *The Big Book of Illustration Ideas* London: Harper Collins.
- Zeegan, L. (2005), *The Fundamentals of Illustration* London: Ava Publishing.
- Sacco, J. (2003), *Palestine*, Jonathan Cape
- Spiegelman, A. (2003), *The Complete Maus*, Penguin Books Ltd.
- D (2006) *Epileptic*, Jonathan Cape.
- Moore, A. & Gibbons, D. (1987), *Watchmen*, Titan Books Ltd.
- Brown, C. (2003), *Louis Riel, A Comic-Strip Biography*, Drawn & Quarterly.

Periodicals and Weblinks

- Creative Review, Centaur Communications.
- Computer Arts, Future Publishing
- Develop, Intent Media
- EDGE, Future Publishing
- Eye, Haymarket Publishing
- K10K: <http://www.k10k.org>
- MUTE, Texere Publishing, <http://www.metamute.com>
- Res, Res Media Group <http://resfest.com>
- WIRED, Wired UK, <http://www.wired.com>