

Module specification

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Module Code	ARD571
Module Title	Developing Your Artistic Identity 2
Level	5
Credit value	20
Faculty	FACE
HECoS Code	101361
Cost Code	GADC

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	30 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	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15/05/2024
With effect from date	September 2025
Date and details of revision	
Version number	1

Module aims

The aim of this module is to equip learners with a holistic understanding of the various elements crucial for developing a successful career in the arts. By delving into topics such as selecting opportunities and evaluating their relevance, participants will learn to make informed decisions that align with their artistic practice. Exploration of open calls for exhibitions and projects will provide insights into navigating the dynamic and competitive art world. The module aims to immerse students in the world of artist residencies and public art commissions, offering a comprehensive exploration of these opportunities. Additionally, learners will gain proficiency in negotiating fees, contracts, and ensuring fair compensation for their artistic endeavours. Practical skills, such as creating a professional artist CV, developing a comprehensive portfolio for gallery submissions, and advanced strategies for self-promotion, including leveraging social media, will be honed. The module also addresses the significance of online presence by guiding students in setting up a professional artist website. This module serves as a pivotal link, providing learners with the essential tools to navigate the intricacies of the art world and build a sustainable and successful artistic career.

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

1	Identify a diverse range of artistic opportunities, both within and beyond traditional art fields, to inform strategic decision-making processes.
2	Engage with open calls for exhibitions and projects, showcasing a depth of understanding in the competitive art world.
3	Construct personalised strategies for sustained growth and success in the art world.
4	Apply knowledge to create professional materials, such as artist CVs, portfolios for galleries, and effective self-promotion strategies using social media and personalised websites.

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.

Students are required to critically assess and identify a diverse range of artistic opportunities, both within and beyond traditional art fields, demonstrating their strategic decision-making processes. Students are expected to construct personalised strategies for sustained growth and success in the art world, presenting their long-term career development plans. The portfolio should include:

- A professionally crafted artist CV (LO4)
- Documentation of a diverse range of artistic opportunities (LO1)
- Portfolios tailored for gallery submissions (LO4)
- Engagement with open calls for exhibitions and projects (LO1, 2)
- Effective self-promotion strategies utilising social media or personalised website. (LO3, 4)

This assessment format ensures a holistic representation of the students' abilities to apply theoretical concepts to practical and professional aspects of developing their artistic identity.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Portfolio	100%

Derogations

None

Learning and Teaching Strategies

This module employs a diverse teaching approach to nurture a holistic understanding of artistic identity development. Through interactive lectures, real-world insights from case studies and guest speakers, and hands-on workshops, students engage in critical analyses, crafting personalised strategies for sustained growth. Group discussions and critiques foster collaborative learning, while online research tasks encourage independent exploration of industry trends. The learning journey culminates in portfolio reviews and presentations, providing students with a platform to showcase their knowledge and skills.

Indicative Syllabus Outline

- Foundations of Artistic Opportunities
- Case Studies
- Crafting Artist CVs and Portfolios
- Artistic Opportunities Analysis
- Navigating Industry Trends
- Portfolio Reviews and Presentations
- Showcasing Professional Material

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance*.

Essential Reads

Bhandari, H. D. & Melber, J. (2017), *Art/work : everything you need to know (and do) as you pursue your art career*. Revised and updated edition. New York: Free Press.

Other indicative reading

Abbott, S. (2005), *Fine art publicity : the complete guide for galleries and artists*. 2nd ed. New York: Allworth Press.

Adamson, G. & Bryan-Wilson, J. (2016), *Art in the making : artists and their materials from the studio to crowdsourcing*. London: Thames & Hudson.

Huff, C. (2016), *How to sell your art online : live a successful creative life on your own terms*. New York, NY: Harper Design.



Craig-Martin, M. (2015), *On being an artist*. London: Art Books.

Rosenberg, G. (2010), *The artist's guide to grant writing : how to find funds and write foolproof proposals for the visual, literary, and performing artist*. New York: Watson-Guptill.

Thompson, J. et al. (2011), *The collected writings of Jon Thompson*. London: Ridinghouse.