

MODULE SPECIFICATION PROFORMA

Module Title:	Extending Practice	Level:	5	Credit Value:	20
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Module code:	ARDF507	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GAAA	JACS3 code:	
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Semester(s) in which to be offered:	1	With effect from:	September 16
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School:	Creative Arts	Module Leader:	Jane Parry
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	Click here to enter hours. hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Art and Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval June 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

- To consolidate experiences gained during level 4, identifying areas of interest for potential development.
- To extend ideas into areas that demand deeper practical research into those chosen materials and associated technical skills that will inform and contribute to the realisation of creative concepts.

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

At the end of this module, students will be able to		Key Skills	
1	Present a coherent body of work, which realises personal creative intentions.	KS3	
		KS9	
		KS1	
2	Assess formal values in producing work within a selected specialist area and evaluate the use of materials and processes in context.	KS6	
		KS3	
3	Demonstrate a critical understanding of the relationship between form and content	KS6	
		KS2	

Transferable/key skills and other attributes

- Develop and manage individual programme of work
- Problem solving
- Generate ideas
- Communication

Derogations

None

Assessment:

The module will be assessed through the outcomes of practical assignments. Emphasis will be placed on research and evidence of creative invention as well as the student's demonstrable capacity to deal with materials and subject specific techniques in a competent manner. Students should be able to demonstrate their knowledge and understanding in a range of ways, sharing discussion, presentation and criticism with tutors, professional practitioners and their peer group.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Coursework	100%		

Learning and Teaching Strategies:

This module will be introduced through a series of demonstrations, lectures and seminars. Students will develop their skills and subject specific expertise through practical "hands on" exercises in studios and workshops. This will be followed up through supervised sessions, directed study with tutorial support.

Syllabus outline:

This module allows the student to identify and explore selected skills, materials and processes that will enable them to realise personal creative intentions. Through the investigation of specific materials and techniques, students will develop an understanding of the potential of traditional and/or contemporary art and design practice. They will also use systematic investigation to extend visual thinking and creativity. Students will develop an independence of mind, and with guidance be able to make further progress developing their own lines of enquiry that will relate theory to practice.

Student will choose from:

- Design: Applied Arts
- Fine Art
- Design Communications

Indicative Content

The module delivery is practical and facilitators will encourage students to experiment and evaluate their own use of subject or materials specific language. A range of materials and processes will be explored that will extend both visual thinking and creativity. Students will be exposed to a range of influences, both historical and contemporary, with a particular focus on sources, concepts and approaches. Students will identify modern/contemporary artists who have explored similar subject matter and will relate this to their own practice.

Bibliography:**Other indicative reading**

Spiekermann E, (2000) *Stop Stealing Sheep and Find Out How Type Works*, Adobe Press 2000

McCloud S, (1994) *Understanding Comics*, Kitchen Sink Press

Henry. *Why? What? How? A Guide to the Effective Use of Design for Communicaton*, Quadrant Design Associates 1989

Hardy, M. *Handbuilding*, (A&C Black) 2000

Moor, A. *Architectural Glass: Form and technique in Contemporary Glass* (Mitchell Beasley) 1997

McCreight, T. *The Complete Metalsmith* (Davis Publication) 2001

Manheim, J. (2009) *Sustainable Jewellery*. A & C Black Publishers Ltd, London

Hamer, F. (2004) *The Potters Dictionary: of Materials and Techniques*. A&C Black Cummings, K. (2002) *Techniques of Kiln Formed Glass*. A&C Black

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

Berger, J. & Mohr, J. (1995) *Another Way of Telling*, Reissue ed. New York: Vintage Books USA.

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.

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.

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

Lawson, B. (1997) *How Designers Think*. 3rd Revised edition ed. Oxford: Architectural Press.

Websites

<http://www.chihapaura.com/index.php> <http://www.craftscouncil.org.uk/home/>
<http://www.bams.org.uk/default.php> <http://www.ceramicreview.com/> <http://www.a-n.co.uk/>
<http://lawsofsimplicity.com/>
http://www.ted.com/talks/john_maeda_on_the_simple_life.html <http://motionographer.com/>
<http://www.markboulton.co.uk/journal/comments/five-simple-steps-to-designing-grid-systems-part-1>
<http://typophile.com/>
<http://www.creativereview.co.uk/cr-blog>

Periodicals

Eye, Wordsearch Ltd
Adbusters
Creative review, Centaur
Comm. *Computer Arts*, Future
Publishing Design Week,
Centaur Group *Modern*
Painters
Frieze, Frieze Publishing
Oh Comely, Adeline Media Ltd
Aesthetica
Selvedge
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