

## Module specification

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Module code	ARF607
Module title	Negotiated Practice (Fine Art)
Level	6
Credit value	40
Faculty	FAST
Module Leader	John McClenaghan
HECoS Code	100059
Cost Code	GAAP

### 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	80 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
<b>Total active learning and teaching hours</b>	<b>80 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	320 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

For office use only	
Initial approval date	30/03/2020
With effect from date	01/09/2022
Date and details of revision	20/09/2021 Change of Learning and Teaching hours
Version number	1

## Module aims

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- To produce a self-initiated body of work which confirms an understanding of advanced concepts and ideas.
- To apply communication skills and professional skills to a high level.
- To indicate continuing personal and creative development within a chosen area of study.
- To enable students to locate their practice within a theoretical and critical context.
- To enable students to identify their intended audience and equate this to relevant and appropriate presentation strategies.

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

1	Respond creatively to self-identified aims and objectives and produce a body of work to a high professional standard.
2	Present work in an appropriate, professional and coherent manner.
3	Demonstrate a critical analysis of the relationship between form and content.
4	Identify areas of study with the potential for future development.
5	Demonstrate the ability to locate practice within a theoretical and critical context and identify their intended audience.

## Assessment

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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.

### Assessment:

After a written proposal has been discussed and agreed as viable, the student will agree a series of assessment criteria with the responsible tutor and progress to the development and execution stages. The student will be regularly advised on their progress and academic staff will advise on comprehensive relevant research. There will be tutorial contact to resolve conceptual, technical or practical difficulties and establish clearly defined objectives.

Formative assessment will take place during and after the module. The completed work will be summatively assessed at the end of the trimester. Students will be required to present visual written and collected supporting research material which conveys personal intentions and demonstrates considered development, formally and conceptually.

The student will be expected to have fulfilled the criteria agreed at the inception of the module and produce satisfactory final solutions in the form of finished artwork completed by the stated deadline. Written and/or oral evaluation of the project will be presented at the end of the module.

**Assessment Criteria:**

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

**Critical and Theoretical Knowledge:** Students will demonstrate an understanding of the critical and theoretical context in which practice is located. Analyse information and situations, formulate independent judgements, articulate reasoned arguments through reflection, review and evaluate own and other’s work and show an awareness of relevant works of art and key texts.

**Conceptual Ability & Research:** Evidence of the ability to initiate enquiry, research and experiment as the basis for the conceptualisation and development of ideas.

**Visual/Developmental Skills:** Evidence of the acquisition and development of a coherent working process encompassing communicative/evaluative and expressive skills through an understanding of practices, processes and techniques, both visual and verbal, for the coherent articulation of ideas and solutions.

**Practical Skills/Use of Media & Techniques:** Evidence of an awareness, understanding and ownership of their subject and relationship to audience.

**Professional Practice:** Evidence of the ability to demonstrate a responsive and professional attitude to self-management and personal development across a broad range of practice in Fine Art. Students will work independently, set goals, manage workloads and meet deadlines, identify strengths and needs and respond positively to the judgements of others.

In addition to the above assessment criteria students are expected to further demonstrate professional levels of achievement and competence, theoretical, aesthetic and technical. They will also be required to demonstrate a self-reflective and evaluative practice. This will be evidenced by an evaluative statement written at the conclusion of each module and presented at assessment.

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

**Derogations**

None

**Learning and Teaching Strategies**

This module will be introduced through a series of demonstrations, lectures and seminars. Students will develop 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.

## Indicative Syllabus Outline

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The ability to synthesise the various elements which make up the fine art process, and to respond appropriately and creatively is essential to preparing students for life as a fine art practitioner outside the support of education. Students will in negotiation, plan, implement and bring to a conclusion, a body of work. They will set their own aims and objectives and will prioritise their learning development according to their own aspirations. A clear and logical progression will be required throughout the negotiated study period. The quintessential theme to be communicated by the responsible tutors is that a negotiated study module celebrates the learner's achievements and learning during undergraduate study. Where it is relevant, desirable and appropriate students will be encouraged to undertake residencies, commissions or other external activities compatible with their established working process within the module structure.

This flexible structure enables a student to organise a relevant and individual programme of work that may include a residency or commission as well as individual development and research which establishes practice that will inform the presentation of a major piece/s of work for the final year end exhibition. The activity during a negotiated study module will be determined by the participating student in liaison with their tutor and cannot be detailed herein, however, the module will include:

- A proposal of work based on suitable research that is frankly discussed, written and presented to the module leader.
- The student setting projects with achievable objectives within the time allowed and available resources.
- The development of an advanced visual awareness, a personal visual language and the expression of individual creative concerns.
- A period of consolidating skills and personal creativity employed in a programme of self-determined work, allowing the student to concentrate on a specialist area.
- Raising the student's awareness with regard to the current role of contemporary practice which may include live or simulated live briefs.
- An evaluation report which will be produced as the module nears completion.

Students will be encouraged to liaise with outside bodies and may undertake a commission, exhibition or other live brief if this is appropriate and relevant.

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

- Hoffmann, J. (2012), The studio. London, Whitechapel Gallery.*
- Meecham, P., & Sheldon, J. (2005), Modern art: a critical introduction. London, Routledge.*
- Lynton, N. (1989), The story of modern art. Oxford, Phaidon.*
- Taylor, B. (2012), Contemporary art: Art since 1970. London: Laurence King Pub.
- Burcharth, Ewa Lajer and Graw, Isabelle (2016), Painting Beyond Itself: The Medium in the Post-Medium Condition, Steinberg Press
- Geimer P and Graw I (2012) Thinking through Painting: Reflexivity and Agency beyond the Canvas, Steinberg Press
- Hoptman Laura J (2014) The Forever Now: Contemporary Painting in an Atemporal World, Museum of Modern Art (New York, N.Y.),
- Hochdörfer A (Editor), Joselit D (Editor), Ammer M (Editor), (2016) Painting 2.0: Expression In the Information Age, Prestel

### **Other indicative reading**

- Archer, M (1997), Art Since 1960, London, Thames & Hudson.  
Shone, R., & Stonard, J. P. (2013), The books that shaped art history: from Gombrich and Greenberg to Alpers and Krauss. London, Thames & Hudson.  
Preziosi, D. (1998), The Art of Art History: A Critical Anthology, Oxford, Oxford University Press.  
Read, H. (1964), A Concise History of Modern Sculpture, London, Thames & Hudson.  
Read, H. (1985), A Concise History of Modern Painting, London, Thames & Hudson.  
Walker, JA. (2001), Art in the Age of Mass Media, London, Pluto Press.  
Clarke, G. (1997), The Photograph, Oxford: Oxford University Press.  
Sontag, S. (2002), On photography. London, Penguin.  
Hegarty, J. (2014), Hegarty on creativity: there are no rules.

### **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

#### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

#### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

#### **Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication