

<b>Module Code:</b>	ARD310
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<b>Module Title:</b>	Progression Project
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<b>Level:</b>	3	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>		<b>JACS3 code:</b>	W213
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<b>Faculty:</b>	Faculty of Arts, Science and Technology	<b>Module Leader:</b>	Sue Thornton
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	<a href="#">Click here to enter hours.</a> hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Graphic Design (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Comics (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Children's Publishing (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Surface Design (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Illustration (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Animation (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Game Art (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Applied Art (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Fine Art (with Foundation Year)	✓	<input type="checkbox"/>
BA (Hons) Photography and Film (with Foundation Year)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

**Office use only**

Initial approval: 12/12/2018  
 With effect from: 01/09/2019  
 Date and details of revision:

Version no:1

Version no:

### Module Aims

- Investigate a student's chosen specialist subject area
- To successfully negotiate and produce a cohesive body of work
- Encourage independent responsibility for learning and development
- Prepare students for level 4 study

### 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	Plan and construct visual material through research, reference and resources	KS 1	KS 6
		KS 4	KS 5
2	Demonstrate knowledge and competence of technical skill and media	KS 1	KS 6
		KS 3	KS 9
		KS 4	
3	Identify key subject related material to support and develop progress	KS 1	KS 9
		KS 6	KS 7
4	Manage time and work process to achieve targets and meet deadlines	KS 1	KS 9
		KS 8	
5	Present work to a professional standard within an exhibition environment	KS 1	KS 9
		KS 2	KS 10
		KS 3	

### Transferable skills and other attributes

- The ability to manage an independent workload
- The ability to engage in effective research
- Presentation skills
- Communication skills

**Derogations**

*None*

**Assessment:**

Indicative Assessment Tasks:

The progression project for each discipline will meet the same criteria. This must include research, critical evaluation, development of concepts, exploration of visual processes and media and culminate in a final outcome agreed with staff.

Students will be responsible for arranging access to equipment and technical support where necessary. Each students programme of work is likely to be independent, although cross-collaboration is welcome. In all cases it will require careful planning and must be recorded, regularly evaluated and monitored through group and individual tutorials with staff.

Final solutions will be brought together and presented as a final show.

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:**

- Delivery by subject specific staff will extend the student's knowledge of subject areas
- Assignments will challenge the exploration of ideas and subject related techniques and require students to demonstrate the development of work through a thorough working process.
- Tutorials and group critiques will support student progress
- Access to demonstrator and technical staff will be available

**Syllabus outline:**

Students will focus on a specific subject area of study within the suite of art and design programmes. This is usually associated with the BA title route selected at enrolment, but can be negotiated if a student is interested in, and shows potential for, another subject area.

Independent projects will be provided by individual BA programmes to introduce subject specific material in greater depth and prepare students for entry into level 4. Students will demonstrate engagement with the creative process and be encouraged to generate original and effective solutions.

**Indicative Bibliography:**

**Essential reading**

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

Paul Martin, L. (2016) *Visual Communication: Images with messages* Belmont, CA: Thomson Wadsworth

**Other indicative reading**

Gallo, C. (2014), *Talk like Ted: The 9 public speaking secrets of the world's top minds*. S.I.: Macmillan

Photography and Film

Bendandi, L. (2015), *Experimental Photography: A Handbook of Techniques*. London, Thames & Hudson.

Cotton, C. (2014), *The Photograph as Contemporary Art* (third edition). London, Thames & Hudson.

Fine Art

Grant Pooke & Diana Newall (2008), *Art history: The basics*. London/New York, Routledge. Cornford & Cross., Fischer, E., Fortnum, R., Jones, R., Warstat, A., Siukonen, J., Barlow, P., London

Fisher, E. (2013). *On not knowing: How artists think*. London: Black Dog.

Animation

Williams, R. (2009), *The Animator's Survival Kit*. London: Faber and Faber Expanded

Giesen, R. & Khan, A. (2017). *Acting and Character Animation: The Art of Animated Films, Acting and Visualizing*. New York: CRC Press

Game Art

Zimmerman, E. & Salen, K. (2003) *Rules of Play: Game Design Fundamentals* The MIT Press.

Galuzin, A. (2016), *Preproduction Blueprint: How to Plan Game Environments and Level Designs*. 2nd ed. CreateSpace Independent Publishing Platform

Applied Art

den Besten, L. (2011), *On Jewellery: A compendium of International Contemporary Art Jewellery*. Arnoldche. Taylor, L. (2011), *Ceramics: Tools and Techniques for the Contemporary Maker*. Jacqui Small LLP.

Graphic Design

Lidwell, W., Holden, K. & Butler, J. (2010), *Universal Principles of Design*, Gloucester, Mass.: Rockport

Brown, T. & Katz, B. (2009) *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*, 1st ed. New York: Harper Business.

Illustration, Graphic Novels and Children's Publishing

Rees, D., (2014), *How to be an Illustrator*. 2<sup>nd</sup> edn. London: Laurence King Publishing

Zeegen, L. & Fenton, L., (2012) *The Fundamentals of Illustration*. 2nd ed. / ed. Lausanne, Switzerland: AVA Publishing

McCannon, D., Thornton, S. & Williams, Y., (2008) *The Encyclopedia of Writing and Illustrating Children's Books*. Philadelphia: Running Press.

Eisner, W., (2008) *Comics and Sequential Art: principles and practices from the legendary cartoonist*. Rev. ed. ed. NewYork: W.W. Norton.

**Periodicals:**

Crafts

Ceramic Review

Creative Review

Artsists and Illustrators

Books for Keeps

**Weblinks and Periodicals**

AN [http://www.a-n.co.uk/knowledge\\_bank](http://www.a-n.co.uk/knowledge_bank)

Artquest <http://www.artquest.org.uk/>

Axis <http://www.axisweb.org/>

Arts Council <http://www.artscouncil.org.uk/>

Tate Channel <http://www.tate.org.uk/context-comment/audio-video> Paying Artists

Crafts Council <http://www.craftscouncil.org.uk/>

<http://www.artjewelryforum.org>

<http://www.goldsmiths-centre.org>

<http://www.adorn-london.com>

<http://www.thenewcraftsmen.com/about/>