

MODULE SPECIFICATION PROFORMA

Module Title:	Ideas and Concepts	Level:	4	Credit Value:	20
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Module code:	ARD407	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GAAA	JACS3 code:	W213
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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:	Natalie Williams
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 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
N/A

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 develop the student's visual research skills and lexicon of design vocabularies. To contextualise visual design research and explore the creative development of ideas and concepts within various design disciplines.
- To reinforce design methodology and design skills through assignments which require creative and imaginative solutions to problem solving.
- To develop within the student an awareness of the vital role of visual communication in its many forms and its influence on our daily life.
- To stimulate imagination through intellectual challenges inherent in assignments

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	Recognise and synthesise ideas drawn from divergent disciplines.	KS1	
		KS2	
2	Recognise and utilise a variety of research methods in design process	KS3	
		KS6	
3	Express and communicate ideas and concepts through a variety of ways including sketchbook work, roughs, design sheets, mock-ups, photography, sequential drawing and storyboarding	KS4	
		KS5	
		KS1	
4	Demonstrate the development and re-evaluation of responses to an assignment and the refinement and presentation of finished solutions	KS3	
		KS9	
5	Explore the issues surrounding the communication of	KS2	

	ideas, and be confident in the presentation and explication of their work in progress	KS3	
6	Demonstrate critical awareness and contextual thinking	KS2	
		KS9	
		KS6	

Transferable/key skills and other attributes

- Commitment and motivation through the generation of ideas and concepts.
- Problem solving skills.
- Independent and self-directed learning.
- Team working skills.
- Ability in time management/organisational skills.
- Use of information technology.
- Interpersonal/communication skills

Derogations

N/A

Assessment:

This module will be assessed through a series of practical design assignments. Students will be expected to present coherent visual documentation showing the development of their ideas in response to the problems inherent in the assignment. This can be in the form of worksheets, sketchbooks, storyboards, photography, or other visual means to communicate the ideas stage of a design solution. The student will demonstrate how solutions would be finally applied in the form of finished visuals or mock-ups.

Students will be assessed on the assimilation of the design skills involved and on their ability to communicate effective solutions to the given problems. They will be encouraged to be confident and articulate in the expression of their ideas, both verbally and visually, to their peers and to themselves. Students will be expected to present supporting written material in their reflective journal in response to their learning experience during this module. This is an ongoing and integral research method in each module and will contribute to a student's overall personal development plan.

A professional attitude towards working in the studio, engagement in the group critiques and seminars and commitment to their workspace will be reviewed in the students' performance for this module.

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

Application of a variety of research methods.

Recognition of the processes involved within design methodology.

Ability to originate creative design ideas and concepts.

Demonstrate a variety of drawing and visual language skills. Exploration and appraisal of a variety of media and presentation skills.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Coursework	100		

Learning and Teaching Strategies:

This module will be taught through a series of practical design workshops and directed unsupervised study in which students will undertake a number of theme based design assignments within their design disciplines. These will be supported with lectures and demonstrations.

Syllabus outline:

This module focuses on the vital skills of visual research, the methods and processes used in generating ideas, conceptualising and composition, on formulating appropriate and effective design strategies and solutions to given briefs within a chosen area of study.

The content of the module exists within the processes the student becomes involved in personal, aesthetic, intellectual, ideological- in response to the design problems offered within assignments.

This interface of personal preferences and cultural significances is organised for the purpose of this module in terms of the students' abilities in the following areas;-

- The variety and extent of the research methods they utilise.
- Their ability to generate and develop ideas and concepts
- The success with which they express and communicate these in visual terms
- Critical awareness of the significance of visual messages
- Critical awareness of cultural signifiers used in visual communication
- The development and evaluation of a personal design language
- The acquisition of appropriate practical and critical skills that will underpin all future design assignments

Bibliography:

Essential reading

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

Other indicative reading

Design Indicative Reading:

Berger, J. & Mohr, J. (1995) *Another Way of Telling*, Reissue ed. New York: Vintage Books USA.
 Lawson, B. (1997) *How Designers Think*. 3rd Revised edition ed. Oxford: Architectural Press.
 Bancroft, T. (2006) *Creating Characters with Personality: For Film, TV, Animation, Video Games, and Graphic Novels: USA*, Watson-Guptill Publications Inc.
 Arden, P. (2006) *Whatever You Think, Think The Opposite*. Penguin.
 Colson, R. (2007) *The Fundamentals of Digital Art*, London: AVA Publishing.
 Edwards, B. (2000) *The New Drawing on the Right Side of the Brain*, 2nd Revised edition ed. New York: Jeremy P Tarcher.
 Fletcher, A. (2005) *The Art Of Looking Sideways*, Phaidon.
 Johnson, M. (2007) *Problem Solved, A Primer in Visual Communication*, London Phaidon.
 Millman, D. (2008) *How to Think Like a Great Graphic Designer*, New York: Allworth Press, U.S.

Applied Arts indicative reading:

Bramston, D. (2008) *Idea Searching*, Basics Product Design series AVA Publishing SA.
 Bramston, D. (2010) *Visual Conversations*, Basics Product Design series published by AVA Publishing SA.
 Broug, E. (2008) *Islamic Geometric Patterns*, Thames and Hudson.
 Fiell, C. and Fiell, P. (2006) *Design Handbook concepts, materials, styles*. Taschen.
 Mollerup, P. (2008) *Collapsibles A Design Album of Space-Saving Objects* Thames and Hudson.

Roberts, D. (2011) *Making Things Move*, McGraw-Hill, US.
Usborne, D. (2010) *Objectivity: A designer's Book of Curious Too*

