Module Code:	ARD451

Module Title:	Creative Futures 1

Level:	4	Credit Value:	20

Cost Centre(s):	GAFA/GADC/ GAAA	JACS3 code:	W100/W200 W700

Faculty:	Faculty of Arts, Science and Technology	Module Leader:	G Park

Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Applied Art	✓	
BA (Hons) / MDes Animation	✓	
BA (Hons) / MDes Visual Effects	✓	
BA (Hons) / MDes Game Art	✓	
BA (Hons) / MDes Graphic Design	✓	
BA (Hons) / MDes Illustration	✓	
BA (Hons) / MDes Comics	✓	
BA (Hons) / MDes Children's Books	✓	
BA (Hons) / MDes Surface Design	✓	
BSc (Hons) Music Technology	✓	
BSc (Hons) Sound Technology	✓	
BSc (Hons) TV and Production Technology	✓	
BA (Hons) Radio Production	✓	
BA (Hons) Broadcasting, Journalism and Media Communications	✓	
BA (Hons) Professional Sound and Video	✓	
BA (Hons) Sound Design	✓	
BSc (Hons) Live Sound	✓	

Pre-requisites
N/A

Module Aims
- To provide opportunities for the development of transferable skills which are appropriate and beneficial for student's subsequent academic, personal and vocational progress.   - To provide an introduction into the professional life of media professionals, working artists and designers and to create an awareness of career opportunities.   - To examine contemporary practitioners and their working philosophies and to assess their influence in the specialist field through industrial visits, exhibitions and design festivals, guest talks and media professional lectures.   - To inform the student of the importance of communication, working relationships and the demands and expectations of the workplace.   - Introduce students to personal development planning.

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	
1	Demonstrate key transferable skills, interpersonal and communication skills, research and IT skills and personal professional development skills.	KS1	KS2
		KS4	
2	Consider and evaluate their own work in a reflective manner, with reference to academic and /or professional issues, debates and conventions.	KS8	
		KS9	
3	Research and record the current work of artists, designers or directors and media professionals.	KS6	
4	Identify contemporary issues within professional practices.	KS3	KS5
5	Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	KS3	
		KS5	

Transferable skills and other attributes

IT skills, information management and documentation skills.

Derogations
N/A

Assessment:
Indicative Assessment Tasks:

The student will be assessed on the body of knowledge they have assembled in their reflective journals/professional development planning or online personal blog, with attention given to annotations and reflections on the material they have gathered.

The student will evidence written notes from lectures, visits to conferences, festivals, exhibitions and their experience of any contact with the art design and media industries. These notes should be both descriptive and reflective in nature.

Assessment will consider the documentation as a record and investigation into contemporary art design and media industry professional practice, and the students' sense of their place within this.

This module will also act as a focal point for the assessment of the student's personal development planning. Students will explore key questions in respect of their art design and media knowledge and practice using information extracted from their reflective journals.

In assessing the learning outcomes, a variety of factors will be taken into account, these include:-
- Application of a variety of research methods.
- Investigation of contemporary art or design practitioners or media professionals and practice.
- Participation in lectures and visits to festivals or exhibitions.
- Evidence of engagement with art design or media industries personnel and professional development planning.

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:
Students will be introduced to this module through key lectures that outline and exemplify the main purpose of the exercise of creating, classifying and annotating a body of knowledge pertaining to their personal and professional development.

Possibilities include a central programme of seminars and a focal creative futures week identifying and strengthening professional and entrepreneurship skills. These will be supplemented by open learning materials.

A professional development file or personal online blog will be completed during the module that will present a record of the student's personal experience and rationale of their |

development in response to various lectures and workshops they have attended. This will include reviews on a creative futures week, industrial visits or visits to festivals and exhibitions they have made as part of this module.

The file or blog will contain a collection of current information about contemporary practitioners within the student's chosen area of study. It will also include information on commercial services and facilities available to artists and designers or media professionals, setting up schemes, equipment allowances and grants, art, media and design associations, current projects, competitions, exhibitions, technological innovations and names and addresses of artists, designers and suppliers or media professionals and media industry contacts.

The file or blog enables the student to develop an appraisal of their chosen area of study, and using their emerging art and design or media industry vocabulary, describe their development within a reflective critical discourse.

Students will be encouraged to study independently in unsupervised learning time. Group tutorials will be available to indicate, analyse and evaluate exemplary files or databases and promote good practice and methodical approach in their compilation. Specific assignments may be given in relation to fulfilling key transferable skills for this module.

Syllabus outline:

This module provides an opportunity whereby relevant and appropriate transferable skills and graduate qualities can be developed, consolidated, recorded and assessed through the keeping of professional development files or personal online blogs. It will also introduce the student to various areas of the art design and media industries and provide an understanding of career opportunities, the employment market and how they might function within it.

Indicative Content:
Students will be required to assemble a body of research, collecting and recording material relevant to business, professional practice and practitioners within their chosen area of study. This will include information gathered from a creative futures week, visits to industry, conferences, seminars, exhibitions, or art and design festivals or from visiting media professionals and industry lecturers.

This module will also introduce the student to the importance of keeping reflective journals that is integral throughout their studies and the extraction of information from these that will contribute to their personal development plans.

Indicative Bibliography:
Essential reading
All Programmes Papers provided by speakers presenting as part of the Creative Futures event. Houghton, R. (2012), *Blogging for Creatives.* The Ilex Press Ltd.
Other indicative reading

Applied Art Programme

Astfalck, J. Derrez, P. (2005), *New Directions in Jewellery*. Black Dog.
Besten, L. (2011), *On Jewellery: A compendium of International Contemporary Art Jewellery,* Arnoldche
Clarke, B. (2006), *New Directions in Jewellery II*. Black Dog.
Craig, B. (2008), *Contemporary Glass*, Black Dog.
Cummings, K. (2009), *Contemporary Kiln-formed Glass*, A&C Black.
Cooper, E. (2009), *Contemporary Ceramics*, Thames & Hudson.
De Waal, E. (2003), 2*0th Century Ceramics.* Thames & Hudson.

Weblinks and Periodicals
Crafts
Ceramic Review
AN http://www.a-n.co.uk/knowledge_bank
Axis http://www.axisweb.org/
Crafts Council http://www.craftscouncil.org.uk/
Engage http://www.engage.org/home/index.aspx
http://www.artjewelryforum.org
http://www.emeraldstreet.com/about-us
https://www.facebook.com/ObjectStyle?ref=br_rs
http://www.sightunseen.com
http://www.artjewelryforum.org
http://www.goldsmiths-centre.org
http://www.adorn-london.com
http://www.thenewcraftsmen.com/about/
GNCCF: http://www.greatnorthernevents.co.uk
Top Drawer: http://www.topdrawer.co.uk

Design Programmes
Berger, J. (2005), *100 Habits of Successful Graphic Designers: Insider Secrets from Top Designers on Working Smart and Staying Creative*, illustrated edition ed. Gloucester, Mass: Rockport Publishers Inc.
Bierut, M. (2007), *Bierut: 79 Short Essays on Design*. New York: Princeton Architectural Press.
Heller, S. & Vienne, V. (2006), *The education [of] an art director*. New York, NY: Allworth Press.
Coates, K. & Ellison, A. (2014), *An Introduction to Information Design*. Laurence King.
Eisenman, S. (2008), *Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guide)*. Rockport Publishers Inc.
Jury, D. (2012) *Graphic Design before Graphic Designers.* Thames & Hudson.
Livingston, A & I. (2012), *The Dictionary of Graphic Design and Designers.* Thames &

Hudson.

Perkins, S. (2010), *Talent is Not Enough: Business Secrets for Designers (Voices That Matter)*. 2 ed. New Riders.

Shaughnessy, A. & Brook, T. (2009), *Studio Culture: The secret life of the graphic design studio*. 1st ed. Unit Editions.

Spuybroek, I. (2009), *Research & Design.* Thames & Hudson.

Rees, D. & Blechman, N. (2008), *How to be an Illustrator*. London: Laurence King.

Weblinks and Periodicals:
http://www.designobserver.com/
http://changeobserver.designobserver.com/
http://www.aiga.org/
http://www.ideo.com/work/item/human-centered-design-toolkit/
http://www.design21sdn.com/
http://www.ted.com/
http://www.media.mit.edu/
http://www.good.is/
http://www.eyemagazine.com/
http://gamestudies.org/
Design Issues, MIT Press
Journal of Writing in Creative Practice, Intellect Ltd.
Craft Research, Intellect Ltd.
Varoom: Illustration, Culture, Society, AOI
Eye Magazine, The International review of Graphic Design
Human-Computer Interaction, Taylor and Francis, Routledge Press
Film Studies Manchester University Press
Animation: An Interdisciplinary Journal, Sage Press

Fine Art Programme

Craig-Martin, M. (2015), *On being an artist*.

Perry, G. (2014), *Playing to the gallery: Helping contemporary art in its struggle to be understood*.

In Cranswick, T., & V22 (2013), *Artists' survival guide*. London, Grey Tiger Books.

Eno, B. (1996), *A year with swollen appendices*. London: Faber and Faber.

Rosenthal, M. (2003), *Understanding Installation Art: from Duchamp to Holzer*, London: Prestal.

Marwick, A. (2002), *The Arts in the West since 1945*, Oxford.

Robinson, K., & Aronica, L. (2010), *The element: How finding your passion changes everything*. London: Penguin Books.

Nelson, R. & Shiff, R. (eds) (2003), *Critical Terms for Art History*, Chicago, University of Chicago Press.

Kleon, A. (2014), *Show your work! 10 ways to share your creativity and get discovered*. New York. Workman Publishing Company.

Weblinks and Periodicals:
http://www.ubu.com/
http://www.afterall.org/
Cabinet. 2000. Brooklyn, N.Y.: Immaterial Inc.
Afterall 1998. Central Saint Martin's College of Art and Design (London, England), and California Institute of the Arts.
Modern painters. 1988. London, Fine Art Journals, Ltd.
Art review. 1934. London: Artist Pub. Co.

Media programmes

Evans, H.& Crawford, G. (2000), *Essential English for Journalists, Editors and Writers*. Fully Revised ed. London: Pimlico.

Hargreaves, I. (2005) *Journalism A Very Short Introduction*. Oxford: Oxford University Press.

Pulford, C. (2009), *Byliners: 101 Ways to be a Freelance Journalist*. Northants: Ituri Publications.

Media Guardian website. Available at www.theguardian.com/media

BBC College of Journalism website. Available at www.bbc.co.uk/journalism

Press Gazette website. Available at www.pressgazette.co.uk

Marr, A. (2004), *My Trade: A Short History of British Journalism.* Basingstoke & Oxford: Macmillan

Hold the Front Page website. Available at www.holdthefrontpage.co.uk