Module Code:	ARD709

Module Title:	Practice and Application

Level:	7	**Credit Value:**	40

Cost Centre(s):	GAFA / GADC GAAA	JACS3 **code**: HECoS code	W200 / W700 100048/100895

Faculty:	Arts, Science and Technology	**Module Leader:**	Steve Keegan

Scheduled learning and teaching hours	40 hrs
Guided independent study	360 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA(Hons)/MDes Applied Arts	✔	☐
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	✔	☐

Pre-requisites
N/A

Module Aims

This module is concerned with identifying the nature of the student's individual specialist practice, exploring the nature and dimensions of reflective practice and investigating problems and solutions. The module presents opportunities for students to consider a range of conceptual and practical techniques, skills and strategies in order to determine a personal programme of practical work. The module provides opportunities to critically evaluate and develop practice within a number of possible contexts.

The aims are to:
- Develop specialist practice in relation to critical reflection, changing contexts and the investigation of problems and solutions.
- Develop a versatile approach in creating concepts and using a variety of skills and techniques, challenging the boundaries of current practice through experimentation.
- Question conceptual and theoretical aspects of subject study and deploy appropriate media, material and processes, skills, techniques and strategies in relation to emergent specialist practice.
- Initiate, develop and realise distinctive and creative work within a specialist field of 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	
1	Demonstrate informed personal insight and creative imagination through investigation and critical analysis of studio practice.		
2	Apply and justify research methods to investigate new directions, concepts and problems and elements of risk in specialist practice.		
3	Provide documentation of knowledge gained and appreciation of complex and challenging information through conceptual analysis and in the development of theories, methods and practices related to this knowledge.		
4	Demonstrate the appropriate use of media, materials, techniques and processes in fulfilling one or more self-initiated projects.		

5	Demonstrate advanced expertise in one or more specialised practice areas within the programme.		

Transferable skills and other attributes

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

The assessment is based on agreed and clearly articulated actions expressed on a learning contract. The learning contract requires that the student converts the learning outcomes for the module into activities connected with their practice area and specific personal enquiries. This interpretation of how to achieve the learning outcomes brings forth the creative response demanded by the module.

An assessment panel will convene and provide the student with the opportunity to introduce their work, concerns and objectives in relation to the learning outcomes specified here. The student will be required to present the physical evidence of their study supported by the research and investigative material that has influenced the development. A period of viva voce will determine the depth of understanding possessed by the student, during which a self-critical analysis will be encouraged by tutors.

Work will be assessed by determining depth and quality of research, development of practical work, experimentation and critical and self-evaluation. Students will present a body of practical work and a journal documenting the research process and critical analysis which may form a part of their PDP.

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:

The student will engage with a self-directed programme of study based on the negotiated project proposal and supported by the introductory module seminar, workshops about learning contact agreements, group tutorials, student and tutor-led seminars, lectures, visits and critiques.

Live projects and collaborative work are encouraged with the intention to provide realistic experiences related to contemporary practice and employability.

Syllabus outline:

The student is required to negotiate a programme of study and identify areas of research in their proposed learning contract. The student will be responsible for the identification of relevant concepts and contexts in relation to practice, and the establishment of a sound practical project appropriate to this level of study. The challenge facing the student is to further develop methods, practices and processes appropriate to their individual programme of work and to investigate appropriate media and materials in relation to the critical context.

During this development the student is expected to identify influential source material that confirms or tests key issues. Through reflection and action, research and critical analysis, the student is required to provide evidence of a body of work of appropriate quality with accompanying evaluative commentary that is relevant to their artistic concerns and their career development. This may contribute in part to their PDP.

Indicative Bibliography:

Recommended reading

Applied Arts
Greenhalgh, P. (2003) *The persistence of craft : the applied arts today*. A & C Black
Meecham, P & Sheldon, J. (2000), *Modern Art: A critical Introduction*. Routledge
Del Vecchio, M. (2001) *Post Modern Ceramics.* Thames and Hudson.
Dormer, P.(1997) *The Culture of Craft: Status and Future (Studies in Design & Material Culture)* Manchester: Manchester University Press
Mirzoeff, N (Ed.) (2002), *The Visual Culture Reader*. Routledge

Design
Wells P. (1998) *Understanding Animation*. Routledge
Furniss M. (2008) Art in Motion: Animation Aesthetics. John Libbey -
Edward, S. & Woods, P. (Eds.) (2004) *Art of the Avant-Gardes* New Haven/Yale University/OU
Frascina. F & Harris, J (Ed) (1992), *Art in Modern Culture: An Anthology of Critical Texts*. OU Press
Opie, I. (2001) *The Lore and Language of* Schoolchildren. NYRB
Cox, M. (1992) *Children's Drawings,* Penguin Psychology
Salisbury, M. (2004) Illustrating Children's Books: Creating Pictures for Publication, AC &Black
Grau, O. (2003) *Virtual Art: From Illusion to Immersion*, The MIT Press
Hanson, M. (2004) *The End of Celluloid: Film Futures in the Digital Age*, RotoVision
Krzywinska, T. (Ed), King, G. (Ed) 2002 Screen Play: Cinema/videogames/interfaces. Wallflower Press

Fine Art
Godfrey, T. (1998). *Conceptual art.* London: Phaidon.
Hopkins, D. (2000). *After modern art: 1945-2000.* Oxford: Oxford University Press.
Kalb, P. (2014). *Art since 1980: Charting the contemporary.* London : Laurence King Publishing
Le, F. L. (2010). *Failure.* White London: Whitechapel Gallery.
Myers, T. R. (2011). *Painting.* London, Whitechapel Gallery.
Bright, S. (2006). *Art photography now.* London: Thames & Hudson.
Johnstone, S. (2008). *The everyday.* London, Whitechapel
Searle, A., Schofield, L., (1994). *Unbound: Possibilities in painting.* London: South Bank Centre.
Hudek, A. (2014). *The object.* London, Whitechapel
O'Doherty, B. (2007). *Studio and cube: On the relationship between where art is made and where art is displayed.* New York: Columbia University
Berger, J., & Dyer, G. (2001). *Selected essays.* London: Bloomsbury

Other indicative reading