

Module specification

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Module code	ARF416
Module title	Media and Techniques (Fine Art)
Level	4
Credit value	20
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	40 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
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	30/03/2020
With effect from date	01/09/2020
Date and details of revision	20/09/2021 Change of Learning and Teaching hours
Version number	3

Module aims

- Explore a range of contemporary and traditional Fine Art practice
- Identify the creative interaction between materials, processes and ideas.
- Produce a body of work that identifies productive lines of enquiry at level 5.

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

1	Inform personal studio practice via an extended range of materials and processes within practical work.
2	Realise the potential of materials and processes through the production of a body of work.
3	Engage with a range of potential contexts and fields of inquiry.

Assessment

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.

Group critique and formative assessment will take place in response to assignments. Students will be expected to present visual research leading to resolved pieces of work. Emphasis will be placed upon the experimental nature of combining both traditional and non-traditional materials and processes along a chosen theme. This module expects students to develop practical skills and apply them in the realisation of artworks with an awareness of health and safety and environmental issues relevant to the materials and processes used. Submission to consist of studio practice including reflective Visual Research Journal.

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

This module introduces skills, materials and processes within specialist areas within which students can realise their own personal creative intentions. Through the investigation of specific materials and technologies, they will develop an understanding of the potential of traditional and/or contemporary fine art practice. Students will also use systematic investigation to extend visual thinking and creativity. They will develop an independence of mind, and with guidance be able to develop their own lines of enquiry and gain an appreciation of how practice and theory are inextricably linked.

Students will have the opportunity through workshop input to explore the following areas:

Painting, Printmaking, Sculpture, Drawing, Lens based media

The delivery of this module will be practical and will seek to stimulate learning through experience. Students will be encouraged to experiment and evaluate their own use of subject or materials specific language. Unusual materials and processes, which may extend visual thinking and creativity, should be used. Students will be exposed to a range of influences, both historical and contemporary, with a particular focus on sources, concepts and approaches. Students will identify modern/contemporary artists who have explored similar subject matter and will relate this to their own practice.

Indicative Bibliography:

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

Essential Reads

Foster, H., Krauss, R. E., Bois, Y.-A., Buchloh, B. H. D., & Joselit, D. (2016). Art since 1900: Modernism, antimodernism, postmodernism, London, Thames and Hudson

Maslen, M., & Southern, J. (2015). Drawing projects: An exploration of the language of drawing. London: Black Dog Publishing.

Durden, M. (2013). Photography today. Berlin: Phaidon.

Other indicative reading

Crow, D. (2016). Visible signs: An introduction to semiotics in the visual arts, London, Bloomsbury Visual Arts

Vitamin D: New perspectives in drawing. (2016). London: Phaidon.

Davies, J., & Duff, L. (2006). Drawing the process. Palo Alto, Calif: Ebrary.

In Marshall, R., In Sawdon, P., & TRACEY (Drawing research project). (2015). Drawing ambiguity: Beside the lines of contemporary art, London : I.B. Tauris

Sawdon, P., Marshall, R., & Bertola, C. (2013). Hyperdrawing: Beyond the lines of contemporary art.. London: I.B. Tauris.

The module leader will often direct students to additional texts in line with contemporary developments and current module delivery. These can be drawn from the extended list of indicative reading in the Fine Art in Context 1 module.

Employability skills – the Glyndŵr Graduate

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