

Module Code:	ARD514
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Module Title:	Practice in Context (Design)
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Level:	5	Credit Value:	20
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Cost Centre(s):	GADC	<u>JACS3</u> code:	W213
		<u>HECoS</u> code:	100632

Faculty	Arts, Science and Technology	Module Leader:	Steffan Owens
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Scheduled learning and teaching hours	50 hrs
Guided independent study	150 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)/MDes Photography & Film	✓	<input type="checkbox"/>
BA (Hons) Sound Design	✓	<input type="checkbox"/>
BSc (Hons) Live Sound	✓	<input type="checkbox"/>
BA (Hons)/MDes Animation	✓	<input type="checkbox"/>
BA (Hons)/MDes Graphic Design	✓	<input type="checkbox"/>
BA (Hons)/MDes Illustration, Graphic Novels and Children's Publishing	✓	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: August 2015

Version no:1

With effect from: 01/09/2019

Date and details of revision: Reapproved by AB 13/03/18 as part of reval for BA (Hons) Sound Design and BSc (Hons) Live Sound

Version no:2

Module Aims

- To provide an awareness and appreciation of socio-cultural contexts within which contemporary visual culture operates.
- To critically analyse and explore forms of design and media for society with regard to audience, aspects of function, ethics and cultural dimensions.
- To broaden critical and contextual awareness of a design discipline in relation to the subject matter being explored.
- To broaden theoretical and practical knowledge of a variety of media using problem-solving skills, culminating in design and production of a finished piece of work.

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	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources	KS2	KS6
2	Explore the synthesis between theory and practice and demonstrate this through their solutions to assignments	KS1	KS3
		KS5	KS6
		KS9	
3	Demonstrate effective and functional solutions with due regard to an audience.	KS3	KS6
		KS7	
4	Demonstrate a high level of competence in the use of media techniques and practice.	KS3	KS4
5	Analyse and evaluate methods of communication and appropriateness of media to a given assignment	KS7	KS9

Transferable skills and other attributes

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Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will produce a body of work dependent on given assignments within their design subject area. Assessment will be based on competence in research methodology, analysis of design problems, expression of ideas and concepts, effectiveness of communication, choice of appropriate media and techniques, production process and presentation skills.

Assignments will be presented in an appropriate format for group analysis. Students will keep technical/production files and a reflective journal that evidences their research, investigation of ideas and a self-critical evaluation of their work. Attendance and contributions to seminars and critiques will also be taken into consideration when assessing students' performance and learning in this module.

Formative assessments through group critiques and individual tutorials will take place in stages throughout the module.

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

- Research and design development.
- Conceptualisation of ideas.
- Communication of design solutions.
- Appropriate use of media and techniques.
- Presentation and critical evaluation of finished work.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1-5	Coursework	100%	N/A

Learning and Teaching Strategies:

Key lectures by programme staff will analyse and explore various forms of communication and human centred design across different design disciplines. There will be specific themed seminars considering social, ethical and cultural issues within current practice that will encourage group debate.

Students will have a choice of assignments and may interpret their design solutions in a number of directions using a variety of media and methods. Emphasis will be placed on research and analysis from critical and contextual viewpoints. Tutorial support and guidance will be provided on a regular basis to allow negotiation and monitoring through design and production work.

Students will select the subject matter and determine the approach and structure of their concepts in answer to their choice of assignment. They will give consideration to the relationship between target audience/viewer and what is being communicated.

Practical studio work will involve both the design and production of one or more assignments through to finished presentation.

Students will make formal presentations of their work to their tutors and peer group for critical analysis. This will be done in stages at specified completion points during design and production of assignments.

Syllabus outline:

Students will explore through practice the integrative relationship between materials media and processes, between ideas and issues, and between producer, mediator and audience. Consideration of social, ethical and cultural issues within current practice will form part of this exploration. Students will initiate, develop and realise distinctive and creative work within their design discipline. Differentiation of design outputs between the four design programmes are as follows:

Indicative Content:

Animation, Visual Effects and Game Art

Themes of audience, ethics, and narrative elements of subject, scripting and storyboarding in preproduction for a selected assignment such as a public information film, social campaign, community based project or educational game prototype.

Film and Photography

Exploration of subject specialism in relation to themes of audience, ethics, developing and exploring narrative themes, social issues, documentary, informational, educational solutions for photographic and short film sequences.

Graphic Design and Multimedia

Exploration of subject specialism through themes of audience and ethical issues. Design and production for one or more assignments exploring social/charity/environment/cultural issues, including graphic authorship, identity, publishing, community based work and context based design.

Illustration, Graphic Novels and Children's Publishing

Exploration of subject specialism in relation to audience, design and production exploring editorial, advertising, ethics, community, publishing, graphic novels, comics and children's books. Project briefs will encourage the students to explore themes of community, society and audience through reportage, narrative and design for publication through digital and traditional reproduction techniques.

Indicative Bibliography:

Essential reading

Berman, D. B. (2009), *Do good: how designers can change the world*, Berkeley, Calif.: AIGA.
Heller, S. & Vienne, V. (2003), *Citizen designer: perspectives on design responsibility*, New York: Allworth Press.
Papanek, V. J. (1985), *Design for the real world: human ecology and social change*, 2nd ed., completely rev. Chicago, Ill.: Academy Chicago.
Roberts, L. (2006), *Good: An Introduction to Ethics in Graphic Design*, AVA Publishing. Whiteley, N. (1995), *Design for society*, [New ed]. ed. London: Reaktion.

Other indicative reading

Animation, Visual Effects and Game Art /Film and Photography

Hacking, J. (2012), *Photography: The Whole Story*. Thames and Hudson Ltd. Krzywinska, T. and King, G. (Eds) (2002), *ScreenPlay: Cinema/videogames/interfaces*, Wallflower Press.
Graner-Rey, S. (2003), *Gender Inclusive Games Design: Expanding the Market*, Charles- River Media.
Eisenstein, S. (1973), *The Film Sense*, London, Faber Editions.
Poynor, R. (2007), *Obey the Giant, Life in the Image World*, London Birkhauser.
Wilson, S. (2002), *Information Arts: Intersections of Art, Science and Technology (Leonardo Book S.)* The MIT Press.
Goldstone, W. (2009), *Unity Game Development Essentials*: Packt Publishing.

Graphic Design and Multimedia/Illustration, Graphic Novels and Children's Publishing

Brown, T. & Katz, B. (2009), *Change by design: how design thinking transforms organizations and inspires innovation*, 1st ed. New York: Harper Business.
Klanten, R. & Ehmann, S. (2009), *Play all day: design for children*, Berlin: Gestalten.
Lidwell, W., Holden, K. & Butler, J. (2003), *Universal principles of design*, Gloucester, Mass.: Rockport.
Papanek, V. J. (1995), *The green imperative: natural design for the real world*, New York: Thames and Hudson.
Williams, J. (2012), *Type Matters*, Merrel Publishers.

Weblinks

Center for Universal Design
<http://www.design.ncsu.edu/cud/> Change Observer
<http://changeobserver.designobserver.com/> GOOD
<http://www.good.is/>
TED talks <http://www.ted.com/>
Image & Narrative: Online Magazine of the Visual Narrative
<http://www.imageandnarrative.be/>
Artist resource and publications <http://www.a-n.co.uk/>