

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Practice in Illustration 2				
Module Code	UADAPX-45-2	Level	2	Version	1
Owning Faculty	ACE	Field	Design		
Contributes towards	BA(Hons) Illustration				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	International Exchange		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	26 th March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. develop and demonstrate a knowledge of a range of visual narrative and moving image practitioners who relate to an integral part of their wider illustration practice; 2. develop and demonstrate the ability to collate and analyse critical and contextual research from a range of sources appropriate to individual research interests. 3. integrate the critical evaluation of the role of the visual communicator in relation to personally generated studio practice; 4. identify and manage the development of strategies for self-directed study; 5. demonstrate the development and implementation of conceptual, critical and production processes; 6. develop an understanding of visual narrative and moving image in relation to personal studio practice; 7. demonstrate the implementation of a methodology in the development of a negotiated body of work; 8. develop the ability to identify and solve key elements of a problem and identify methods/techniques, concepts and process appropriate to the task

	<p>9. develop the ability to visually and verbally communicate their ideas clearly.</p> <p>All assessed through Component A.</p>																									
Syllabus Outline	<p>Lectures and seminars will introduce key practitioners for whom visual narrative, sequence and moving image is central to their practice. The Visual Narrative project enables students to test and develop new skills and approaches through a period of self-directed studio work, designed to allow the further consolidation and exploration of personal practice.</p>																									
Contact Hours	<p>Students can expect a total of 108 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.</p> <p>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>																									
Teaching and Learning Methods	<p>This module is delivered through lectures, seminars, individual and group tutorials.</p> <p>This module is delivered through lectures, seminars, individual and group tutorials.</p> <p>Assessment will take the form of presentation and critique, and will be made upon a body of work that should include:</p> <p>i) a portfolio of supporting and development work ii) evidence of participation in seminars, tutorials and group critiques iii) negotiated final self-directed work, presented in an appropriate and considered manner</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop.</p> <p>Independent learning includes 342 hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																									
Key Information Sets Information	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>45</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>450</td><td>108</td><td>342</td><td></td><td>450</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data					Number of credits for this module									45	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	450	108	342		450
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450	108	342		450																						

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				100%
Practical exam assessment percentage				
				100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.

Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module.

Indicative Reading List

Essential Reading

Klimowski, A. (2008) *The Secret*. Faber & Faber.

Klimowski, A. *Horace Dorlan*. Faber & Faber.

Salisbury, M. (2004) *Illustrating Children's Books: Creating Pictures for Publication*. A&C Black.

Ettegui, P. *Production Design and Art Direction* Focal press.(Screen Craft)

Further Reading

McCloud, C. *Understanding Comics*.

Spiegelman, A. *The Complete Maus, a survivor's tale*. Penguin.

Spiegelman, A. *In the Shadow of No Towers*. Penguin.

Faber, L and Walters, H. (2004) *Animation Unlimited: Innovative films since 1940*. Lawrence King.

Bellantoni, J. (2000) *Type in Motion; innovations in digital graphics*. Thames and Hudson.

Bellantoni, J, Woolman, M. (2000) *Moving Type; designing for time and space*. Rotovision .

Bordwell & Thompson. (2004) *Film Art. An introduction*. McGraw Hill.

Le Grice, M. (2001) *Experimental Cinema in the Digital Age*.

BFI.

Hall, P and Codrington, A. (2000) *Pause: 59 minutes of motion graphics*. Thames and Hudson.

Sonnenschein, D. (2004) *Sound design: the expressive power of music, voice and sound effects in the cinema*. McGraw Hill.

Begleiter, M. (2001) *From Word to Image; Storyboarding and the film making process*. Michael Wiese.

Rees, A - *A History of Experimental Film and Video*.

Reiss & Feineman. (2000) *Thirty Frames Per Second: The Visionary Art of the Music Video*. New York.

Murch, W. *In the Blink of an Eye: A Perspective on Film Editing*.

Woolman, M. *Type in Motion 1&2* pub. Thames and Hudson.

Websites

<http://www.onedotzero.com/home.php>

<http://www.designmuseum.org/design/saul-bass>

<http://www.paul-rand.com/biography.shtml>

www.motionographer.com

<http://www.prologue.com/>

www.thereel.net

www.mtvonedotzero.com

<http://www.animateonline.org/>

<http://www.channel4.com/corporate/4talent/animation/mesh.html>

<http://www.encounters-festival.org.uk/>

<http://brief-archive.encounters-festival.org.uk/index.php>

<http://www.runwrake.com>

<p>Assessment Strategy</p>	<p>Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.</p> <p>Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.</p> <p>The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.</p> <p>At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).</p> <p>Forms of assessment used as part of the overall programme include:</p> <ul style="list-style-type: none"> • Presentation and participation in studio-critique • Poster presentation • Group and individual visual presentations • Group and individual verbal presentations • Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing • Group critiques • Peer and self-assessment • Evaluative and reflective outcomes, including visual, verbal and written <p>Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.</p> <p>Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.</p>
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Identify final assessment component and element	Final body of work	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Final Body of work, supporting materials and research	100%
Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Final Body of work, supporting materials and research	100
Component B Description of each element	Element weighting (as % of component)

If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.
