



## **Module Specification**

### **Developing Art Practice 1**

Version: 2026-27, v1.0, Approved

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## **Part 1: Information**

**Module title:** Developing Art Practice 1

**Module code:** UAABBQ-30-2

**Level:** Level 5

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** Art

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## **Part 2: Description**

**Overview:** This module develops students' confidence in generating ideas and beginning to manage their own creative direction. Students are guided in how to build a more independent approach to making artwork. They are supported to create their own brief and navigate this using appropriate research methods, reflective analysis and creative techniques.

**Features:** Not applicable

**Educational aims:** The aims of this module are to develop students' confidence and proficiency as practitioners, as they shift into a self-generated and managed art practice.

Students will develop skills in time management and organisation. They will develop their proficiency in using tools, technologies and techniques, applying them to their own project brief. Through sharing their making in group activities, they will develop skills in critical analysis both of their own work and that of others. Students will broaden their ability in communicating ideas effectively through diverse media.

**Outline syllabus:** During the module, students will develop individual creative ideas and build their own brief. They will expand their experience of working with different media and formats. Development of their own brief will be supported by lectures, tutorials and workshop activities. Students will document their practical and research processes as a reflective tool and research aid.

Indicative content:

Module sessions and resources support and 'scaffold' students to develop their individual creative ideas and make new work.

Students are supported to communicate effectively and critically analyse their own work and that of others through teaching sessions.

Students will be supported to manage their personal practice working safely, ethically and responsibly.

Students will access or book a range of technical support relevant to their practice and learning.

Workshops teach intermediate level skills.

Towards the end of the module, students will have the opportunity to install and exhibit work in a supported group exhibition.

### Part 3: Teaching and learning methods

**Teaching and learning methods:** Students will be supported to begin to identify themes for investigation within a personal creative practice and will be guided in developing ideas, enhancing technical skills and producing artwork.

Through lectures, seminars, group activities and enhanced workshops students will consolidate and expand understanding of their practice. It is through experimentation with concepts, approaches and media that students are expected to develop and produce a body of work that explores the practical, theoretical and technical aspects of their individual areas of interest within fine art. Students will engage with a range of relevant workshop activity in order to examine the dialogue between concept, narrative form and context within their work.

Teaching and learning activities are designed to develop an understanding of a range of research methods and approaches to professional activity, including issues pertaining to the wider context of building a self-directed practice and communicating ideas effectively.

Students are encouraged to consider different working methods and media and consequently reflect on their approaches and outputs in their own work.

Seminar group activities and one-to-one tutorials focus on developing personal methodologies and organisational skills, critical feedback and monitoring the ongoing progression of work. They are also the forums for discussion of relevant research and practical exercises to enable students to consider their work within contemporary fine art practice.

Group sessions are used as a method to increase confidence and understanding and allow individuals to begin to develop organizational, editing and presentation skills. Peer and self-assessment are utilised as a means of developing both a greater

understanding of assessment as an approach to learning and the role of critical reflection in the development of practice.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Develop confidence in generating own ideas, beginning to manage own creative direction and increase conceptual risk taking.

**MO2** Further develop proficiency in using tools, technologies and techniques, applying them to projects.

**MO3** Critically analyse own work and that of others in depth, in developing a body of work.

**MO4** Convey ideas and information clearly and persuasively through diverse mediums, adapting to different audiences and purposes.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/F452FF5F-BC1E-A2F7-B434-A62DD84A3730.html) via the following link <https://rl.talis.com/3/uwe/lists/F452FF5F-BC1E-A2F7-B434-A62DD84A3730.html>

## Part 4: Assessment

**Assessment strategy:** This module will be assessed using Numerical Marking.

The module assessment strategy enables the student to demonstrate achievement across all the learning outcomes of the module. The principle of 'learning through making' is core to the learning strategies in the programme: these learning activities are then expanded into and through the exploration of contemporary practice in relevant and related subject areas.

The assessment type has been chosen to enable such outcomes as well as to provide flexibility in selecting appropriate and specific outputs. Formative feedback 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.

#### Formative Feedback

Formative feedback activities (verbal/or written) that involve students participating in the evaluation of presented work (their own and others) take place throughout the module during tutorials.

#### Summative Assessment

Students produce a Portfolio, the contents of which are confirmed in the Module Handbook.

Items include:

Project outline

Artwork

Supporting work

Reflective Evaluation

Resit assessment requirements are equivalent to the portfolio submission required for the first run of the module.

#### **Assessment tasks:**

##### **Portfolio (First Sit)**

Description: portfolio of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

##### **Portfolio (Resit)**

Description: portfolio of work

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Fine Art [Bower] BA (Hons) 2025-26

Fine Art {Foundation}[Bower] BA (Hons) 2024-25