



Module Specification

Introduction to Fine Art

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Part 1: Information

Module title: Introduction to Fine Art

Module code: UAAARB-45-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 45

ECTS credit rating: 22.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Art & Design

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 aims to establish key processes, skills and methodologies fundamental to Fine Arts, and to introduce students to a wide range of ideas that inform contemporary practice/s.

Features: Not applicable

Educational aims: The principle of 'learning through making' is approached in relation to practically based studio activities, which are diagnostic in terms of

knowledge and skills.

Emphasis in the module is placed on activities that are intended to introduce new skills and experiences, develop an understanding of contemporary practice, establish studio routines and build a sense of programme/group identity.

Projects allow students to explore skills/methodologies and contextual understanding to the development of their own practice. Typically, a UK field trip is offered within the module to encourage peer group interaction and research beyond the studio.

Outline syllabus: The following key processes and practical skills are introduced:

Recording visual/other source information

Developing work from initial research

Manipulation of media

Making/production techniques

Problem solving, information gathering and documentation

Awareness of potential of tools/equipment within the Department, including appropriate health and safety certification, relevant to practice in Fine Arts

Developing a sensitivity to appropriate media/materials to fit the idea/concept

Part 3: Teaching and learning methods

Teaching and learning methods: The module is typically delivered via projects, seminars, group critiques, workshops, individual critique and independent study. Teaching sessions challenge students' pre-conceptions about their subject discipline, develop their awareness of the creative opportunities afforded within it and introduce

a skills base that supports creative development.

Typically such teaching sessions encourage students to take a pro-active approach to learning and studio practice using a variety of materials and methods.

The development of analytical and evaluative skills is supported and encouraged through group discussion in group critiques and activities and through individual tutorials. Students are encouraged to develop personal skills and approaches throughout the module, in order for them to understand the relevance of methodology.

Student progression and guidance is provided through:

- group work that focuses on developing personal methodologies, time-keeping, critical awareness and organisational skills

- individual tutorials

- lectures

- workshops

- peer group presentations

Scheduled learning includes lectures, group critiques, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; supervised time in studio/workshop.

Independent learning includes hours engaged in studio practice, independent workshops activity, with essential reading, assignment preparation and completion etc.

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 crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.

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.

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

MO1 Understand a range of processes/approaches as a means of developing content in Fine Art

MO2 Use a range of methods for identifying and recording source material and visualizing/communicating ideas

MO3 Develop analytical skills and contextual knowledge through research and evaluation of their own work and that of contemporary practitioners

MO4 Actively engage in critical debate with their peer group

MO5 Engage with their selected programme of study through practical and theoretical work

MO6 Select appropriate media/scale/form to realize a concept

MO7 Acquire and demonstrate basic skills appropriate to Fine Art

MO8 Manage their time and work independently

MO9 Gain the necessary health and safety certification required to access and safely use a range of technical resources

Hours to be allocated: 450

Contact hours:

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

Total = 450

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uaaarb-45-1.html) via the following link <https://uwe.rl.talis.com/modules/uaaarb-45-1.html>

Part 4: Assessment

Assessment strategy: Assessment strategies within the programme that this module contributes to reflect the School of Arts' philosophy which considers assessment to be part of the learning process.

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.

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.

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).

Forms of assessment used as part of the overall programme include:

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

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.

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.

The Pass / Fail Assessment Strategy for this module has been designed to

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey, will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Assessment tasks:**Portfolio (First Sit)**

Description: Body of developmental work, supporting materials, and research (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Portfolio (Resit)

Description: Body of developmental work, supporting materials, and research (Pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Fine Art [Sep][PT][Bower][6yrs] BA (Hons) 2023-24

Fine Art [Bower] BA (Hons) 2023-24

Fine Art [Bower] BA (Hons) 2023-24

Art and Writing [Bower] BA (Hons) 2023-24

Art and Writing [Bower] BA (Hons) 2023-24

Fine Art (International) {Foundation} [Bower] BA (Hons) 2022-23

Fine Art {Foundation}[Bower] BA (Hons) 2022-23

Art and Writing {Foundation}[Bower] BA (Hons) 2022-23