



Module Specification

Exploring Practice in Fine Art

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Part 1: Information

Module title: Exploring Practice in Fine Art

Module code: UAAARC-45-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 45

ECTS credit rating: 22.5

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: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: A range of concepts, development of practical skills, introductions to practitioners and historical/contemporary examples that challenge students' pre-conceptions about Fine Art and develop their awareness of the creative opportunities

and possibilities afforded through Fine Art practices form the focus for this module.

Workshops, group work, lectures and independent study will focus intellectual, critical and creative enquiry. Through experimentation with concept, skills, processes, materials and methods students will be expected to develop and present a body of work that explores a particular theme relevant to their own ideas and ambitions.

Throughout the module, students will be encouraged to work in a creative, investigative and experimental manner. Through individual feedback tutorials and seminar group critiques and discussion, they will be expected to develop the ability to begin to place their own work within a range of art, design, media and broader cultural contexts and practice(s).

Critical engagement and reflection on practice will be supported through tutorial and seminar group activity. There is an emphasis on exploring and questioning media/forms and investigating how meaning relates to this. Issues of the appropriateness and relevance of media, context and themes that you are exploring are discussed. Throughout the module you have the opportunity to attend lectures by visiting artists, which will raise issues concerning meaning and media in relation to the evolution of an artist's practice. During this module you are expected to determine which programme option choice is appropriate for you to pursue at level 2. This is supported by induction talks about the two programme option choices (Fine Art / Art and Visual Culture).

Part 3: Teaching and learning methods

Teaching and learning methods: This module is designed both to allow for orientation within Fine Arts in terms of knowledge and skills. Learning is supported throughout this module by a variety of different teaching approaches and learning activities, these will include;

Practical skills are delivered through workshops and studio activities that involve

both demonstration and practice. These workshops will look specifically at building confidence and a level of proficiency in the disciplines studies. Emphasis will be placed on establishing a meaningful relationship between conceptual and making activities. Analytical, evaluative and planning skills will be supported through seminars/tutorials/individual critiques, in order to encourage students to adopt an ongoing engagement with ideas/processes/methods of production beyond the familiar. Critical engagement and reflection on ideas/practices examined within the module will be documented and presented for assessment in the supporting and development work.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; fieldwork; external visits; supervised time in studio/workshop.

Independent learning includes hours engaged with studio practice, 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 critiques, 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 Develop an awareness of Contemporary Fine Art practices, through the development of skills and approaches relevant to individual interests

MO2 Develop and translate ideas using familiar and unfamiliar methods, approaches and materials in the context of Contemporary Fine Art practices

MO3 Develop analytical and critical skills through research and evaluation

MO4 Demonstrate an understanding of a range of approaches within Fine Art practices

MO5 Demonstrate an understanding of the role of research to inform Fine Art practice

MO6 Perform basic skills with awareness of tools and materials and be aware of potential hazards

MO7 Identify key elements of a problem and select methods, techniques and/or processes appropriate to task

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/uaaarc-45-1.html) via the following link <https://uwe.rl.talis.com/modules/uaaarc-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 School of Arts – 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

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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

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

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

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

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