STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Introduction to Illustration		
Module Code	UADAWA-30-1	Level	Level 4
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	Design
Department	Art & Design		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Educational Aims: See Learning Outcomes

Outline Syllabus: Students undertake a series of introductory projects designed to introduce the core skills and activities of the programme of study. The introductory module introduces new approaches and techniques in drawing, painting and printmaking at the same time as building on the skills students already displayed at the point of admission to the course. The introductory module works on the development of a peer-group dynamic at the same time as orientating students to the faculty through introductory workshops, seminars and critiques. Students will be introduced to central workshops and technical areas. Issues related to health and safety are addressed throughout the module.

Introductory projects focus on the development of drawing skills and techniques as a means of interpreting concepts and ideas. This project work is complemented by a series of exercises designed to develop visual vocabulary through observational drawing in a variety of different contexts and environments. The use of sketchbooks is central to the development of approaches to drawing and visual problem-solving.

All students present a case study of a selected practitioner as a means of gaining greater group understanding of the depth and range of the subject discipline. Students are encouraged to

further investigate practitioners whose work particularly interests them and to consider the criteria for their selection.

The above activities culminate in the development of a body of work through which, students explore their individual approaches to drawing, image-making and ideas generation. Students are encouraged in the selection and manipulation of source material. This work forms the basis for the module assessment.

Teaching and Learning Methods: Introductory projects are tutor lead and designed to introduce and consolidate a range of different concepts, skills and techniques. During this module students establish themselves within the studio and orientate themselves towards working within this commonly held workspace. The dynamics of the studio are central to the teaching and learning strategy of the programme and most introductory critiques and tutorials are held here to encourage students to understand the potential and nature of the space. Students are encouraged to assume responsibility for their space within the studio, to work and to engage with the staff and their peer group on a regular basis.

Projects allow students to work individually or collaboratively according to the nature of the work being proposed. Weekly critiques focus on peer group interaction and the monitoring of individual and group development. These weekly meetings allow students to consider the advice given by peers and staff and to assimilate this advice with their own critical reflection on the development of their project work. At this stage 'the project' allows for the parallel development of critical, conceptual and practical skills. Workshops introduce new skills and techniques which, are then explored and implemented when applied to pre-determined tasks (projects).

The case study presentation requires the whole group to individually research and present a practitioner. This process increases group knowledge and understanding and allows individuals to develop research, organisation, editing and presentation skills. This presentation builds on the weekly discussions and debates taking place in the studio throughout the module.

Part 3: Assessment

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.

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.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Body of developmental work, individual summative critique, documentation of work
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	100 %	Body of developmental work, individual summative critique, documentation of work

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:

	Reference
Investigate the potential of 'illustration' as a subject discipline	A1
Investigate the role of drawing as a means of developing practice in illustration	A2
	Reference
Reflect on, and critically evaluate the outcome of negotiated project work through discussions with peers and tutors in the development of creative work	B1
	Reference
Develop skills in drawing, image-making and ideas generation	C1
Engage with the development and implementation of a range of processes and techniques applicable to illustration	C2
	Reference
Access and utilise a range of teaching and learning resources	D1
Begin to take responsibility for own learning with appropriate support	D2

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	228
	Total Independent Study Hours:	228

	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300
Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/modules/uadawa-30-1.html	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: Illustration {Foundation} [Sep][PT][Bower][8yrs] BA (Hons) 2018-19