

Module Title:	Visual Studies - Notebook Research
Language of Instruction:	English
Credits:	5
NFQ Level:	6
Module Delivered In	4 programme(s)
Teaching & Learning Strategies:	Lectures / Tutorials / Practicals/ Group Crits/ Group Discussion/ Student Presentations. Primarily this core subject assumes that the student will have only limited experience in 2D and 3D visual form. Each project starts with a detailed brief and introduction session and is followed by workshops and class discussion. The strategy is characterized as "learning through doing" in that the student is guided and supported through the process of skills acquisition and creative conceptualization both as individual students and as a class.
Module Aim:	The module aims to stress the importance of the dynamics of visual form in Art and Design through notebook development and research and its role in the development of the student's creative practice. Emphasis is on visual research, observation and recording as well as visual and analytical investigation/curiosity. The projects are tutor led. Students are expected to attend and participate in all the formal timetabled sessions for the subject. Students are also expected to manage their directed learning and independent study in support of the subject and project aims. Subject aims: • To explore a variety of note making, visual research and drawing skills, observational and recording processes as a means of visual creative thinking. • To investigate and develop the basic principles and skills of idea formation • To explore the link between drawing and mind mapping • To instill an attitude of experimentation, risk taking and investigation, enabling students to understand the creative possibilities at their disposal. • To equip students with the confidence and the ability to respond to problem solving and visual investigation • To express themselves creatively through visual form.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Be able to present Notebook work that shows comprehensive compiling of visual research in drawing, recording, collecting and mind mapping in response to project briefs and problem solving, Be able to present research notebooks with examples of artist's and designer's work with personal notes, Have an understanding of the relationship of form and content by integrating skills and ideas, personal interests, influences and inspiration, quoting research and art & design theory in project work, Using materials in a strategic manner to communicate abstract ideas, Identifying themes and art & design movements and being able to explain their intention
LO2	Be able to express reflective and personal responses, communicating their ideas in a tutorials, making various presentation strategies of their work for assessment, discussing their work in a group, participating in self-assessment, producing work that meets requirements of a project brief and matches students own personal interests and visual creative thinking
LO3	Be able to learn to identify learning needs and assist others in the shared learning environment by participating in self-assessment, demonstrating problem-solving skills, Identifying learning gaps and seeking tutor support, Sharing research material, pooling information, forming discussion groups.
Pre-requisite learning	
Module Recommendations	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements	
<i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content

NOTEBOOK/RESEARCH PROJECTS

Delivered during one day per week throughout Semester one. Problem solving and visual investigative briefs are set to engage, visual research, visual experiments, personal reflection, recording & collecting as well as visual & analytical aids to developing ideas, investigation and curiosity. Idea storming, mind maps and café style group discussion are used to support the development of the student's creative practice. Students present their research notebooks with examples of artist's and designer's work with personal notes accompanying their research visual experiments.

PROJECT 1: OBJECTS AND MEMORIES

DURATION: 3 WEEKS; **ASSESSMENT:** SUMMATIVE; In this first notebook project supported by slide talk and introduction, students are asked to use their notebooks as a tool in developing ideas. Students are asked to produce multiple pages in their notebooks in response to: 5 words associated with Memory. 5 images of objects that evoke happy or sad memories for you. 5 lines from 5 different poems associated with memory. 5 photographic images and / or drawings of environments that evoke happy memories for you. 5 colour / black and white sketches of objects you or someone you know likes to collect. 5 objects you remember using that changed your life. 5 current fashion statements that are retro, 5 words associated with Memory including how it is expressed in other languages, Look up the term nostalgia and create 5 different works of collage that are nostalgic.

PROJECT 2: METAMORPHOSIS AND OTHER WORLDS

DURATION: 3 WEEKS; **ASSESSMENT:** SUMMATIVE; Students are introduced to a key work, for example: The Garden of Earthly Delights by Hieronymus Bosch. They are asked to research and respond to multiple questions including why people seem to be having such good fun in it. What are they doing with the fruit? Why are some people being eaten by animals? What are cross- fertilization of Old World and New World mythologies. Why are there 3 panels? What do they mean? Enlarge a section and make a sketch, make another sketch add something ,Research the meanings of associated words and phrases, Research books and films that look at the idea of Otherworlds, Make a list of films and books and add images of these in their notebook.

PROJECT 3: BOOK COVER

DURATION: 3 WEEKS; **ASSESSMENT:** SUMMATIVE; Following an introduction and presentation, students are asked to research and design a book cover comprising of text and images. They are asked multiple questions and prompts including researching 6 examples of book covers that inspire them. To think about a novel, poetry book, or text book that you really like and develop a layout for its cover using a template Make sketches in your notebook of how you might draw, illustrate or type the title of the book and the authors name and develop an image for the front of the book. Use a variety of media to make experiments and reference designers and artists that have inspired them.

PROJECT 4: FAMILIAR UNFAMILIAR

DURATION: 3 WEEKS; **ASSESSMENT:** SUMMATIVE; Create notebook pages rich with small drawings, tiny paintings, collages, found objects and photographs of the things you encounter in your daily life. Look closely at your immediate environment and document it in your notebook. This is to amplify your perception, to encourage you to notice and find new things in your familiar environment etc. Each page of your notebook should be organised according to colour. For example, in week 1 try to document all the red objects you come across in your home/room/garden/locale. Fill a double page spread in your notebook with depictions of these objects. At the end of this project, you should have multiple, double page spreads in your notebook of small drawings / paintings / collage / photographs / found objects

Links Between History of Art and Design/Cultural Studies & Visual Stud

Where possible during the VISUAL STUDIES blocks, the history of art and design and cultural studies courses will compliment the studio briefs, relating each studio project to an historical and critical discussion. Suggested topics: • The invention of perspective. • The role of the European Avant Garde. • Modernism and Modernity. • Image and Text • The Bauhaus • Semiotics

Assessment Breakdown	%
Continuous Assessment	25.00%
Project	75.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Each student will have a formal review interview a semester and a report and mark will be filed by the lecturer. The two reports and marks will be the basis for a summative continuous assessment mark. The review reports will be available for the students to see and the aim of the continuous assessment is to support students and identify any weak areas that could be improved on for their project briefs.	1,2,3	25.00	n/a

Project

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Each Project is assessed within the brief's timeframe. Project 1 GROUP PROJECT will be a formative assessment to familiarise all students with the process of self assessment. Support material of notebooks, reflective writing, research material will be presented for assessment. Each assessment will be an opportunity for the student to focus on their work and evaluate their own progress and development. Each student must undertake an assessment of their work. Where a divergence of more than 20% between the tutors and the students notional assessment occurs, it is mandatory that a negotiated assessment mark is reached.	1,2,3	75.00	n/a

No Practical

No End of Module Formal Examination

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Contact Hours	Every Week	4.00
Independent Learning	Every Week	2.00
Total Hours		6.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HWVCD_B	Bachelor of Art (Honours) in Visual Communications and Design	1	Mandatory
CW_AWART_B	Bachelor of Arts (Honours) in Art	1	Mandatory
CW_AWART_D	Bachelor of Arts in Art	1	Mandatory
CW_HWVCD_D	Bachelor of Arts in Visual Communications and Design	1	Mandatory