

<b>Module Title:</b>	Visual Studies - Skills Based Workshops
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	<a href="#">4 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	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.
<b>Module Aim:</b>	<p>The module aims to stress the importance of the dynamics of visual form in Art and Design through acquiring skillsets in core media applications for Art and Design and their multi-disciplinary role in the development of the student's creative practice. Emphasis is on making and digital core media applications for Art and Design, 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:</p> <ul style="list-style-type: none"> <li>• To explore a core variety of media and making options for visual creative thinking and production.</li> <li>• To introduce the student to the link between intention and technical applications in diverse creative practices.</li> <li>• To investigate and develop the basic principles and skills of Art and Design through Text and layout Scanning and Image making, Print processes and 3D Form and Image.</li> <li>• To introduce the student to basic understanding and use of equipment and software for art and design</li> <li>• To instill an attitude of experimentation, risk taking and investigation, enabling students to understand the possibilities and the limitations of the materials and processes at their disposal.</li> <li>• To develop a technical proficiency in the safe use and practise of the materials, processes and equipment at the students disposal.</li> </ul>
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Be able to demonstrate specialized knowledge across a variety of technical applications of creative visual practices and the potential of these media for communicating abstract ideas, feelings and concepts through making and explaining the development of their creative skills and ideas at a classroom presentation of their work. Reflect on skills demonstrated in workshop and combining those key skills, Demonstrating a thorough knowledge of health and safety concerns with tools, equipment, materials and processes encountered.
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.
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.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b>	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b>	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b>	
<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

#### PROJECT 1: TEXT AND LAYOUT

DURATION 1 WEEK; ASSESSMENT: SUMMATIVE; This workshop and project introduces the student to the use of text and layout using drawing, painting, indesign and creative writing as a means of production for Art and Design outputs. In a text and typography workshop students develop a set of sentences about humans, animals and archaeology and make 3 digital and 3 handmade text works using these creative texts. These text works can be made from any material such as wool, wire, soap, bricks, pebbles etc. and they can be 3D objects that are photographed or presented as works on paper. Students include rough sketches, photographs and designs and artist and designer references in the project research.

#### PROJECT 2: SCANNING AND IMAGEMAKING

DURATION 1 WEEK; ASSESSMENT: SUMMATIVE; This workshop and project introduces the student to the use of scanning equipment and digital printing. It requires the student to test possibilities in alternative image making using scanning, digital capture and experimental mark making and placement for Art and Design solutions. Student collects objects to create imprints or stamps, creating abstract images using masking, cutting, pasting, spraying, montage, experiment with making images through chance techniques such as dripping, smudging throwing etc. Student scans results, inverts and prints taking account of resolution, source size, scaling, saving to destination folder and formatting, inverting. The link between technical realisation and experimental processes is an integral part of the project.

#### PROJECT 3: PRINT PROCESSES

DURATION 1 WEEK; ASSESSMENT: SUMMATIVE; This workshop and project introduces the student to technical skills of printmaking processes associated with monoprint, woodblock, lino and screenprint, and other print processes. Students then use one process for example lino. Students are required to make a stylised drawing from a photograph or student ID card, screen shot, selfie, or make a drawing from a mirror and work directly onto lino as in the German expressionist woodblock prints and illustrated by the slide presentation. The student then defines the negative and positive areas for a design in black and whites shapes, transfer the image onto the lino, cutting out the negative areas and printing the image. Steps on how to do this are supported by demonstration; Image transfer methods, manipulating the image through the computer, or use scans to give greater contrast, use the camera on the Mac -photo booth- to take passport photo and use smart phone apps

#### PROJECT 4: 3D FORM AND IMAGE

DURATION 1 WEEK; ASSESSMENT: SUMMATIVE; This workshop and project introduces the student to the possibilities of how 3d form and optics combine to produce images and patterns using maquette/prototype and model making techniques. Students make 4 Kaleidoscopes of varying lengths and widths and numbers of sides and mount them in protective cardboard tubes. They make 2 Phenakistoscopes with varying numbers of slots and images to be rotated in front of a mirror. Through experimentation the visual effects of the best experiments are filmed with their phones and uploaded to your project file. The phenakistoscope is regarded as one of the first forms of moving media entertainment that paved the way for the future motion picture and film industry and this is presented through slide presentation and demonstration.

#### 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**

<b>Workload: Full Time</b>		
<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	<a href="#">Bachelor of Art (Honours) in Visual Communications and Design</a>	1	Mandatory
CW_AWART_B	<a href="#">Bachelor of Arts (Honours) in Art</a>	1	Mandatory
CW_AWART_D	<a href="#">Bachelor of Arts in Art</a>	1	Mandatory
CW_HWVCD_D	<a href="#">Bachelor of Arts in Visual Communications and Design</a>	1	Mandatory