

Course Code:

UPAP/UFAP/USEA201T23

1. Course Title:

Studio 2 (Study Abroad Terms 2 and 3)

2. Date of production / revision

23 October 2013

3. Level:

Stage 2, SCQF Level 8

4. Credits:

60 credits

5. Lead School/Board of Studies:

School of Fine Art

6. Course Contact:

Alistair Payne

7. Course Aims:**Year 2: Aims of Fine Art Subject Specialist Courses**

In Year 2, this course places emphasis on developing specific subject area skills and studio practice. The specific aims of this course are to:

- Develop students' practical, conceptual and analytical skills through the materials, methods, technologies and processes of the specific subject area.
- Stimulate students' initiative, confidence, and critical awareness of their own practice through peer/staff group discussion and activity within the subject area.
- Provide opportunities for students to develop adaptable approaches to engaging with new cultural, educational and professional environments.

8. Intended Learning Outcomes of Course:

Year 2: Fine Art Learning Outcomes

During this Course, students can expect to achieve the following learning outcomes. Students' achievement is evaluated against these learning outcomes through the assessment criteria and categories, which are consistent throughout the four year-stages of the BA (Hons.) Fine Art Programme. The level learning outcomes for Fine Art Studio are listed below.

Knowledge and Understanding

At the end of the course, students should be able to demonstrate:

LO1: Subject specific knowledge of practical, conceptual and analytical processes and terminology relevant to the development and critique of ideas and artworks.

Studio Practice: Applied Knowledge and Understanding

At the end of the course, students should be able to:

LO2: Extend conceptual and practical knowledge and ideas through the creative realisation of individual projects or set activities.

LO3: Apply their own understanding and interpretation of Fine Art Studio Practice and independent study.

Professional Practice: Communication, Presentation, Working with others

At the end of the course, students should be able to:

LO4: Demonstrate an adaptable approach to engaging with new cultural, educational and professional environments.

LO5: Present the outcomes of the course, disseminating the studio/practical developments made and their responses to their experiences within the institution and a different cultural, educational environment.

9. Indicative Content:

Year 2 (Second Year): is delivered by a team of dedicated subject specialist tutors within each of the subject areas on the BA Fine Art Programme: Painting and Printmaking, Photography and Sculpture and Environmental Art.

The second Year is tutor-led and initially project-based. Inductions and projects are designed to support students in gaining skills and an understanding of the basic critical languages and working practices of their chosen subject area.

The initial aspects of the course are dedicated to introducing specific subject related information, techniques and embedding an understanding of the subject area and the differing practices within it. Subsequently, terms 2 and 3 of the course are defined through the initiation of self-directed study and this part of the course, is undertaken by subject-specialist staff based within each of the three

subject areas and aims to support students beginning to understand how they might define their own Fine Art practice.

Over the course individual students will develop practical and conceptual skill acquisition, supported by the subject-specific staff.

The specific details of the subject areas and the indicative content by department is listed below:

- **Sculpture and Environmental Art:**

The Year 2 course is delivered through lecture, seminars, workshops, set projects and a field trip. Learning and the development of knowledge and understanding is achieved through making work and is supported and reflected on through tutorial, critical feedback sessions and assessment.

Term two establishes, within the project, audience and the public space as a context for learning. Sculpture and Environmental Art students work separately on an Installation Project and a Public Art Project. The term culminates with an exhibition and site visits. Within these events, reflection upon critical understanding of the artwork and different methods of practice is enabled by mixed subject group discussion and critique.

- **Fine Art Photography:**

The second year course provides the delivery of important technical and critical skills. The students are introduced to a wide range of analogue and digital skills and the course is based around a subject-based project brief that is supported by a series of lectures, seminars, tutorials and group critiques.

In terms 2 and 3 the catalogue and the group show as creative spaces and are introduced and negotiated. The Photography Year 2 cohort prepares a group exhibition and a catalogue that includes their work and also an artist's statement. Throughout the preparation for the group exhibition seminars are delivered that address the complexities of curatorial concerns and of collaborative work as well as consideration on writing texts that accompanies work and mounting and framing photographs. The course culminates with the launch of the Artist Book project, where each student is required to consider the production of a limited edition artist's book. The finished books are exhibited at the end of the course, having undergone rigorous critical review.

- **Painting and Printmaking:**

Students will develop subject specific skills and knowledge through: reference based study in the life room, in depth, materials and methods workshops and practical instruction and support in the techniques of printmaking. Students are also offered electives that include more expansive approaches to reproductive media and workshop demonstrations in digital image editing, composition and animation. Teaching is mainly carried out through tutorials and critical feedback sessions. Lectures introducing the project briefs are supplemented by visiting artist talks and more general lectures on contemporary art. Students participate in a group exhibition during the latter part of the session. The exhibition provides a pretext to ask each student to produce, both a statement of intent and a promotional advertisement for the show, introducing an aspect of professional practice to their learning experience.

10. Description of Summative Assessment:

There is a Summative Assessment point at the end of the course. The purpose of this assessment is to give students guidance and critical feedback on their progress and level of attainment in relation to the learning outcomes. The Internal Exam Board collate results from both studio practice and the

Forum for Critical Enquiry to determine a final result on the individual student's progression.

10.1 Please describe the Summative Assessment arrangements:

Summative assessment occurs at the end of each course and provides a grade of attainment for this level. Students are expected to present all outcomes of their study in their studio space, which is assessed by a group of course staff. The grade awarded includes a diagnostic breakdown of learning achievements, strengths and weaknesses, along with written commentary. This is presented to the student in individual feedback sessions with staff. [Click here to enter text.](#)

11. Formative Assessment:

Formative feedback occurs throughout the course via a number of mechanisms, namely Individual Tutorials with staff and Critical Feedback sessions. A verbal interim review occurs in the middle of term 2 to offer further advice on progressing towards term 3. The student is expected to archive and document this process in a self-evaluation form.

11.1 Please describe the Formative Assessment arrangements:

Formative assessment occurs at a timetabled date in term 2, For this assessment, students are expected to present all studio work in their space, accompanied by a self-evaluation form.

1. Individual Tutorials

Individual tutorials take place between one (or more) member(s) of academic staff and an individual student or groups of students, usually in the students dedicated studio space. Tutorials are directed towards the students' own work and its development. Tutorials are timetabled, and take place in the studio at a students' or tutor's request throughout the course.

2. Critical Feedback Sessions

Critical feedback sessions are key to the learning experience in the School of Fine Art. Critical feedback sessions help students to develop work and ideas in relation to an audience, critical awareness of their own practice, and language and communication skills. At a critical feedback session (or 'crit') a small group of students and staff engage in the critical evaluation of finished work and work in progress. These sessions provide students with concentrated peer and staff feedback at strategic intervals in a projects, or programme of study's development and realisation. Critical feedback sessions are normally facilitated by staff and directed by students' individual need and engagement.

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

[Click here to enter text.](#)

13. Requirements of Entry:

Equivalent level indicator

14. Co-requisites:

FoCI

15. Associated Programmes:

BA (Hons) Fine Art Programme.

16. When Taught:

Terms 2 and 3.

17. Timetable:[Click here to enter text.](#)**18. Available to Visiting Students:**Yes No **19. Distance Learning:**Yes No **20. Placement:**Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	15	30
Studio		100
Seminar/Presentation <i>Inc. Studio Critique</i>	15	30
Tutorial	3	9
Workshop <i>Induction/Instruction</i>	26	26
Laboratory work		
Project work <i>Inc. Supported Practice</i>	63	383
Professional Practice	9	18
E-Learning / Distance Learning		
Placement		
Examination	3	6
Essay		
Private Study	Not Applicable	
Other (please specify below)		
TOTAL	134	600

22. Description of Teaching and Learning Methods:

The BA (Hons) Fine art programme at The Glasgow School Of Art aims to build a creative study culture and environment for a rewarding learning experience. A range of learning opportunities are offered throughout the programme, appropriate to the aims of each year-stage. The aims reflect and

prepare for, the professional context of Fine Art. A guiding principle of the School of Fine Art is that learning and teaching is actively informed by the teaching staff's professional practice and research. All Fine Art studio tutors are practising artists.

Studio Practice

The studio is central to the learning environment of all Fine Art areas. Each student is assigned an individual space for production, fabrication, display, peer group learning, assessment and critical analysis.

Peer Group Learning

The studio environment ensures students have a base to foster the peer group learning and social interaction crucial to the development of a critical community. Exchange and reciprocal learning are central to the development of a fine art practice and facilitate exposure to the ambitions and achievements of other students.

Workshops & Technical Support

A wide range of technical support is available by arrangement, to all students in fine art and may include electronic media, printmaking workshops, photography, woodwork, casting and metal workshops.

Tutorials

One to one tutorials are carried out throughout the course with a move to more critical discourse and group learning in terms 2 and 3. Initially the tutorial system helps to familiarise students with teaching staff as well as determining initial lines of enquiry for each students practice.

Critical Discourse

Critical discourse in the School Of Fine Art is valued as a key learning and teaching tool. Critical discourse is crucial to the transfer of knowledge, contextualising individual practice, as well as fostering a culture of reciprocal learning within the year group.

Transferable Skills

The BA (Hons) Fine Art course aims for professionalism in Fine Art. Transferable skills are integral to the development of Fine art skills and abilities. They are currently identified as the ability to:

- Structure and communicate ideas effectively
- Manage time and resources and to work to deadlines
- Interact effectively with others through collaboration, collective endeavour and negotiation
- Source information and use information technology
- Critically analyse and evaluate
- Work independently, self-manage and set priorities

Professional Practice

Professional practice is an integral part of studying at the School of Fine Art and is embedded with the course curriculum of the four year- stages of the programme, or provided by the Careers Service.

It provides students with the opportunities, experience and skills to engage professionally within the local, national and international art world contexts.

This may include:

Preparation of artist's CV's and documentation of work

Gallery visits, exhibition initiation, organisation and publicity

Fund-raising, applications for grants and sponsorship for individual and group projects

Seminars on self-employment, professional organisations and networks, artist's groups and artists' initiatives.

Seminars on art law including copyright and intellectual property

Participation in exhibitions outside of the institutional context

23. Additional Relevant Information:

[Click here to enter text.](#)

24. Indicative Bibliography:

Issued via VLE including recommendations for purchase