

**Course Code:**

PCRS106

**Session:**

2017/18

**1. Course Title:**

Core Research Skills: Drawing as Research

**2. Version**

1.2

**Date of Production/  
Revision**

2015/16

**Approval Date**

20 April 2016

**3. Level:**

SCQF 11

**4. Credits:**

15

**5. Lead School/Board of Studies:**

Design School

**6. Course Contact:**

Conor Kelly

**7. Course Aims:**

This practice-led core research elective '**Drawing as Research**' explores the role of drawing as a *research tool* and as a system of thinking. Drawing - the act of mark making - is a primal act, a proto-lingual language that links thought to the physical world. Deanna Petherbridge describes drawing as "the artistic medium which is least interrupted by technical considerations and therefore the chosen means for the initial formulation of visual ideas and the transfer or appropriation of visual culture."<sup>1</sup> It has an immediacy that can challenge and reward both artist and viewer.

Drawing is traditionally described as the art of representing objects or forms on a surface

<sup>1</sup> Deanna Petherbridge, *The Primacy of Drawing: An Artist's View*, ex. Cat. (London: South Bank Centre, 1991) 7.

chiefly by means of lines. Whilst helping students to develop basic drawing technique and observational skills, this elective will encourage students to speculate further on the nature of drawing practice and the role of drawing as a research tool. Exploring a range of strategies, students will develop a personal methodology that will allow them to create their own sign language and to develop a nuanced understanding of mark-making. Through praxis and critique students will question the role of drawing within their respective disciplines.

The primary aim of this elective is to therefore to explore, acquire and develop appropriate research skills through the lens of drawing practice. Research skills are developed through focusing on the fundamentals of drawing skills, honing technique, improving students ability to undertake accurate observational studies, drawing from life, and using drawing as a means of mapping and describing visual and conceptual problems. Students will develop a personal methodology that forefronts drawing through practice and reflection.

The course is for all postgraduate students. It will explore some of the following topics:

- Observational Drawing
- Drawing from Life
- Drawing from the figure
- Drawing Place
- Drawing as Mapping
- Drawing and its relationship to ethics

This course aims to:

- Provide students with a variety of core research tools that are equally useful across a range of fields of postgraduate study;
- Facilitate cross-disciplinary thought and practical connections, by bringing together students on different programmes of study;
- Enable students to conduct and manage their own self-contained research projects;
- Interrogate the relationships between forms of research and modes of practice.

#### **8. Intended Learning Outcomes of Course:**

By the end of the course students should be able to:

- Use a range of research resources and methods effectively;
- Understand the principles underpinning research at postgraduate level;
- Demonstrate understanding of the relationships between research and practice;
- Organise and conduct research projects effectively and efficiently.

### 9. Indicative Content:

- Introducing research skills for postgraduate students
- Conceptualising a research question
- Understanding research resources
- Finding and managing information
- Mapping the context
- Developing and managing a project of research
- Practice as research
- Disseminating research outcomes
- **Research Ethics**

### 10. Description of Summative Assessment:

Full attendance at lectures, seminars and group discussions is expected. In addition to this, students will be required to submit an assignment and/or presentation that presents an analysis of an idea or concept, artwork, practitioner, or debate which they consider to be at the cutting edge of their field of enquiry. This final assessment submission consists of the following:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Portfolio	Portfolio of drawing/s including a 500 word contextualizing statement	100	End of Stage 1

#### 10.1 Please describe the Summative Assessment arrangements:

The course will culminate with each student submitting a work, or series of works that demonstrate(s) visual research on a single topic to be determined by the student. Each student will also provide a 500-word **support paper** outlining the chosen topic for his/her final assessment. This paper should act as a brief introduction to the topic and include a statement outlining the student's perceived outcomes. Methodology, approach, and sources should not be cited in the paper, but made evident through the drawing(s).

#### Assessment Criteria

Students on this course will be assessed on their ability to:

- conceptualise and present a research problem;
- utilize appropriate methods and tools when conducting a research project;

- situate their projects of research within a research context;
- critically reflect on the success and effectiveness of their own projects of practice research
- demonstrate a level of depth in the analysis of works, practitioners, ideas and/or debates appropriate to postgraduate level

**Please refer to the course handbook for further specific details about the assessment criteria**

**11. Formative Assessment:**

Formative Assessment takes place in week 5/6.

**11.1 Please describe the Formative Assessment arrangements:**

Please refer to your handbook for details about the formative assessment arrangements.

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

**13. Requirements of Entry:**

None

**14. Co-requisites:**

None

**15. Associated Programmes:**

All Postgraduate Taught Programmes

**16. When Taught:**

Stage 1

**17. Timetable:**

2 hours, Wednesday mornings between 9 – 1 pm.

**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		
Studio		
Seminar/Presentation	20	20
Tutorial		
Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	130
Other (please specify below)		
<b>TOTAL</b>	<b>20</b>	<b>150</b>

**22. Description of "Other" Teaching and Learning Methods:**

Students are given weekly assignments that are completed at each teaching session. This is followed by short group discussions. These discussions will not only be a critique of the work from a formalistic approach, but also an 'un-packing' of the information contained (or omitted) within each piece.

Through teamwork and negotiation, students will learn to articulate how and why their concepts physically manifest in the manner that they do. They will also develop an increased visual literacy and an advanced critical eye. Harnessing drawing as a way to instigate and pursue an inquiry, students will also develop sound practice-led research skills

**23. Additional Relevant Information:**

This course introduces students taking taught postgraduate programmes at the Glasgow School of Art to a range of core research skills, from formulating research questions to methods of utilising visual and written sources. The ways in which postgraduate study differs from undergraduate – and the significance of research to this distinction – will be explored. Central to the course is the importance of research for practitioners, and the notion of practice as a form of research.

The Core Research Skills courses taught in Stage 1 include the following:

- Research Methodology and Scientific Writing
- Archives and Historical Resources
- Business Skills and Creative Entrepreneurship
- Writing in Art, Design and Architecture
- Drawing as Research
- The Sociological Imagination
- Popular Culture and Creative Practice
- Philosophy and Creative Practice
- Analysis and Self Analysis
- Design Ethnography in Practice: applying the ethnographic perspective
- Visual Mapping: Analysis and Presentation through Graphics

#### **24. Indicative Bibliography:**

**GARNER, S. (Ed) (2008) Writing on Drawing London, Intellect.**

IVERSEN, M (2012) Index, Diagram, Graphic Trace: Involuntary Drawing Tate Papers Issue 18, (Online) Available from <http://www.tate.org.uk/research/publications/tate-papers/index-diagram-graphic-trace>.

MARSHALL, R (ed), SAWDON, P (Ed.) (2012) Hyperdrawing: Beyond the Lines of Contemporary Art London, I.B.Tauris.

PETHERBRIDGE, D (1991) The Primacy of Drawing: An Artist's View, London, South Bank Centre.