

**Course Code:**

PCUR201

**Session:**

2017/18

**1. Course Title:**

Curatorial Practice 2

**2. Version**

1.1

**Date of Production**

19/08/2016

**Date of Revision**

2016/17

**3. Level:**

Level 5, SCQF Level 11

**4. Credits:**

45

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

School of Fine Art, Glasgow School of Art

**6. Course Contact:**

Mónica Núñez Laiseca and Lesley Young

**7. Course Aims:**

The MLitt Curatorial Practice (Contemporary Art) Programme jointly run by The Glasgow School of Art (in which it is housed) and Glasgow University 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 Stage. The aims reflect and prepare for, the professional context of Contemporary Art Curatorial Practice.

This course is designed to:

- Deepen students' understanding of the nature and the range of the demands placed upon a curator, from the origination and development of particular projects or programmes to their management and delivery;
- Deepen students' understanding of the various capacities and skill-sets – critical, practical, administrative, budgetary, inter-personal– through which curators in the contemporary

visual arts work;

- Expand students' experience in key practical aspects of working, including: budgeting, project-planning, project administration, funding applications, problem-solving;
- Expand students' experience in the wider areas of work or associated programming that can attend artist's projects or exhibitions, such as event planning, public talks etc.;
- Support students' advanced independent, self-directed exploration of various modes of curatorial practice;
- Support students' continued development in respect of their own practice, and in preparation for their Masters Project;
- Encourage students to apply a core body of skills and attributes to the development of their independent work and in 'live' projects;
- Enable students to further develop key contacts with artists and other arts professionals, and forming the peer networks.

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

By the end of this course, students will be able to:

- Apply an advanced understanding of the nature and the range of the demands placed upon a curator, in the origination and development of particular projects or programmes through to their management and delivery;
- Evidence an advanced knowledge of and engagement with the visual arts infrastructure in Glasgow and Scotland more widely;
- Evaluate and apply experience of curatorial project support work and development, whether in planning, implementation or delivery, and an ability to evaluate those processes;
- Demonstrate an increasing sense of their own practice, and the ability to articulate areas of artistic practice, or issues or resources that they might wish to address through it;
- Use a range of key skills to originate, evolve and critically evaluate new project concepts, and realistically understand what their successful delivery would require;
- Recognise and evaluate the differing requirements of working independently and with self-direction, or as part of a team, or to a pre-existing brief or programme;
- Apply and implement key skills, such as project-planning, budgeting, fundraising, press communication;
- Consolidate the ability to make contacts and networks, and to build a professional profile.

#### **9. Indicative Content:**

This Course will give students the opportunity to develop their knowledge and understanding of Curatorial Practice through practically focused projects as well as a theoretical lecture and seminar based programme.

This course comprises three strands, which build on from those in Curatorial Practice 1: a) feasibility in practice, b) independent project development, and c) critical engagement with professional practice. Through a combination of seminars, tutorials and workshops, the course will provide close insight into the specific tasks through which projects are implemented, and students will be expected to work both as part of a team to realise a Workshop as well as independently in their

project work, towards to their final Masters Project.

Students at the end of this course will also submit their proposal for their Masters Project, which will include the rationale behind selection of the option and planned study and progression through the following course.

**10. Description of Summative Assessment:**

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Critical Evaluation of 1 Workshop	2000-word reflective essay	20	WEEK 8
2	Mater's Project or Dissertation Proposal	3,500-word proposal, includes literature review	30	WEEK 11
3	Project	Curatorial project and reflection	50	WEEK 5-6

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

The Summative Assessment within Curatorial Practice 2 has two points within the Stage. The First Summative Assessment is based within an individual tutorial-based presentation relating to their independent project work. All other submissions and Summative Assessment points occur at the end of the course with submission of writing and the final individual tutorial presentation to staff. The grade awarded results from a diagnostic breakdown of learning achievements, strengths and weaknesses and is accompanied by a written commentary. This is presented to students in an individual feedback session.

The first submission is a written piece designed to assess the students' engagement with key concepts and debates explored within the 2-day themed symposium and the lecture/seminar series and will be handed in two weeks after the symposium (around week 7).

With regards to the Project, at the beginning of term students will be allocated a studio slot (1-2 weeks) for programming the space. A number of tutorials and meetings with the Course Leaders will support the development of these projects. The Studio Project will be assessed via submission of evidence of the practice and documentation of that practice, to include a written reflection on the project, its aims and how these have been achieved.

The MASTERS PROJECT or DISSERTATION Proposal will be submitted at the end of stage 2 and provides a summary and analysis of the work undertaken towards developing the Masters Project. Students will by this stage have elected to pursue option 1, 2 or a dissertation. The proposal will offer evidence of the feasibility of the project, including arrangements concerning use of space and costing of the project where applicable, and provide a detailed timeline for implementing the project. Students pursuing option 2 or a dissertation are also required to produce a literature review.

The grade awarded results from a diagnostic breakdown of learning achievements, strengths and weaknesses and is accompanied by a written commentary. This is presented to students in an individual feedback session.

**11. Formative Assessment:**

Feedback will be given on independent project work and throughout the writing process (draft submissions) by tutors, this feedback would happen during tutorial appointments and critique sessions. In this way feedback is an ongoing process and integral to the teaching and learning methods.

There will be a formal Formative Assessment point at the midpoint of the term with evidence of development and progression within written feedback. This formal Formative Assessment point is the Progress Review, through which the student will undertake a self-evaluation of their progression with formal written feedback received. The Progress Review will take place between weeks 8 and 11.

Support and guidance will also be given throughout terms 1 and 2 as the student begins to build (and submit) towards their Masters Project or Dissertation choice/selection.

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

Feedback will be presented through tutorial appointments and critique sessions throughout the course. At the midpoint of the term students will be asked to present their work for formative assessment followed by feedback in relation to development and progression. This will include assessment of draft writing as well as practical projects and the development of the Masters Project/Dissertation proposal.

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

Glasgow University (School of Culture and Creative Arts)

**13. Requirements of Entry:**

Students will have completed Stage 1 of the Master of Letters in Curatorial Practice (Contemporary Art) by this point (with 60 credits) including the following courses:  
Curatorial Practice 1 (40 credits)

Core Research Skills (20 credits)

**14. Co-requisites:**

Postgraduate Taught Elective (15 credits)

**15. Associated Programmes:**

Master of Letters in Curatorial Practice (Contemporary Art)

**16. When Taught:**

Stage 2

**17. Timetable:**

- Feasibility in Practice (5 seminars, each 2 hours long, with contributions by visiting lecturers, at either GSA or UoG)
- Independent project development (self-directed and in response to briefs, based at GSA or off campus; 2 half-day tutorials)
- Critical engagement with professional practice (3 all-day workshops or 'mini-symposia' held at either GSA or UoG)

**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	7	60
Seminar/Presentation <i>Inc. Studio Critique</i>	10	40
Tutorial	6	20
Workshop <i>Induction/Instruction</i>	18	165
Independent Study (Guided)		85
Private Study/Fieldwork	4	80
<b>TOTAL</b>	<b>45</b>	<b>450</b>

## **22. Description of “Other” Teaching and Learning Methods:**

A guiding principle of the programmes pedagogical strategy is that learning and teaching is actively informed by the teaching staff’s professional practice and research. All Curatorial Practice tutors are practising curators, theorists and/or artists.

### **Teaching and Learning Methodology**

The programme is structured around the core principle of the integration of theory and practice. The methods of teaching explore the inter-relationships of the theoretical with the practical.

The programme is built around three core teaching strategies: the lecture/seminar, the tutorial and the workshop.

In Stages 1 and 2 (Curatorial Practice 1 and Curatorial Practice 2) the core of the theoretical teaching will be delivered through the mode of the lecture/seminar, effectively 5 lectures per term followed by seminar discussion. Students will also have a minimum of two tutorials during that Stage and over the course of each Stage there will be 3 workshops organised. The teaching will be collaborative between staff from the University of Glasgow and Glasgow School of Art and will be organised by the co-conveners of the programme.

The workshops will be either staff initiated or student initiated (although the expectation is that during Curatorial Practice 1 the workshops will be staff initiated moving towards student initiation during Curatorial Practice 2) and construct a space in which the theoretically focused lecture/seminar programme and the more practically focused tutorials (group and individual) can come together, thus creating an active and engaging space for the students to critically analyse the areas of contemporary curatorial practice under consideration at that time.

The core of the learning is focused around the growth of an independent curatorial practice and this is supported throughout the term with the development of knowledge and independence gained through the different aspects of the teaching and workshop based activities.

Critical discourse in the School Of Fine Art and the School of Culture and Creative Arts is valued as a key learning and teaching tool and is embedded in the activities above. Critical discourse is crucial to the transfer of knowledge, contextualising individual practice, as well as fostering a culture of reciprocal learning within the student cohort.

Professional practice is an integral part of studying at the School of Fine Art and is embedded with the course curriculum of the 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 and curatorial contexts.

This includes:

- Gallery, collections, archives and museum visits.
- The development of a critical language through critique.
- Presenting work formally for assessment.
- Networking with external organisations
- Working with others (ethical implications)
- Conforming to professional standards operational throughout the sector

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<b>23. Additional Relevant Information:</b>
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<b>24. Indicative Bibliography:</b>
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Issued via VLE including recommendations for purchase
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