

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Illustration		
Module:	Visual Studies 2		
Module code:	M4X01603	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Tracy Thompson	Internal Verifier:	Delyth Lloyd-Evans
Assignment Title:	Books and Colour	Word count (or equivalent):	
Submission deadline:	Mon 03/05/2021 at 3.00pm	Return date of provisional marks & written feedback:	No later than Mon 07/06/21 3.00pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Assignments set each week are to be submitted on line for feedback throughout the semester. Final reportage project to be submitted for assessment by Mon 4th Jan 2021 Please read this brief for further details. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assignment.		

Module Learning Outcomes (from module syllabus)10 credits

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Enhance practical and/or technical skills in selected mediums
2. Broaden the context and application of their individual practice

TASK DESCRIPTION

AIM(S)

- To explore and challenge the individual's responsiveness to visual and perceptual phenomena, appropriate to their chosen discipline.
- To provide the opportunity to learn and develop new important skills in making, reflection and analysis.

INDICATIVE CONTENT

- Interpretation and development of observational skills
- Further exploration of visual qualities i.e. line, tone, colour, texture, shape
- Implementation of visual research and application skills in relation to subject area
- The analysis and synthesis of visual and perceptual information
- Development of the visualisation of working process through the visual diary or sketchbook.
- Critique as evaluation of working processes

This 10 credit Module is split into two parts;

Scheduled learning assignments set each week; 2 hours a week every Monday (excepting tutorial weeks), 24 hours in total

Independent Learning; approx. 6 hours a week in your own time, 76 hours in total.
100 hours study time for this module in total.

Monday is timetabled for this module. I would advise, if you can, to set aside the whole of Monday for this project. Eight hours in total a day. You may be asked to use specific equipment for some weeks. You will be informed of this a week before the session.

Now that you all have an understanding of the core skills drawing from life, this semester we are going to move into exploring colour. You will still need to use those observation skills you learnt last semester but you will use them in conjunction with the exploration of colour. The aim is to help you to learn to use what you observe from life and encourage you to apply these insights to inform your own individual working practice. Last semester you all worked hard at observation, this semester I want you to use the skills learnt but experiment with them and be prepared to make mistakes and have some fun.

Module brief (This brief contains three parts)

Part 1; colour exploration, (Scheduled learning assignments each week)

These assignments that are set each week are similar to last semester. The assignments will initially include the making of a cover and book for you to work in throughout the semester. You will also be set assignments exploring/experimenting with colour in depth, still working from life. The briefs will be handed out each week on Monday morning at 10:00 am to be submitted by the following Sunday at 12:00 midnight. You will be expected to experiment with the assignments in your own time. There may be an additional PowerPoint for more information.
Scheduled learning time.

Part 2; books; sketch book/note book/visual diary. (Part of your scheduled learning and independent learning time)

Initially you will make a handmade book during the scheduled learning time that you are to use for the rest of the semester, experimenting and exploring the colour exercises and any other visual phenomena, ideas, images literature etc. that inspire you to broaden the context and application of your individual practice and to encourage you to develop your three final illustrations. You will be given further information about this part of the brief on Monday 1st February

A combination of Scheduled learning and Independent Learning time;

Part 3; three square full colour images illustrating a book of your choice. (Part of your independent learning time each week)

From the information and exercises that you have experimented with throughout the semester you will then apply this to your own working practice and produce 3 square, full colour images any size, in a medium of your choice, illustrating in your own style a book of your choice. This gives you a chance to start to work on and develop your own

style of illustration work, whether it is character design, reportage images, fantasy, figurative painting, children's book images, the choice is yours. What I want to see is the development of your colour skills and understanding applied to your own individual working practice in relation to illustration work that inspires you. (you will be given further information about this part of the brief before the Easter break)

Independent Learning time.

In General

There will be regular independent feedback throughout the Semester allowing the opportunity for discussion and analysis of visual and perceptual information, exploring your personal working practice. (remember you can always chat to me on Teams) Mid semester there will be tutorial sessions via Teams to discuss your individual process. You need to demonstrate creative initiative and an ability to self-reflect and self-evaluate, a vital requirement as an illustrator often working alone.

These sessions are delivered on line. See it as a valuable lesson to work independently and professionally as one would work for a client. Make sure to be organised and manage your time effectively. But as well as being professional it is a valuable time to experiment, stretch your skills, explore your limitations, **play and have fun!**

Over the course of this visual studies module you will be expected to work in a professional disciplined way carrying out the assignment set each week and submitting them on time. The work produced during each weekly assignment should be saved and kept in your own file for your information and stored safely. It is also to be sent to me as PDF's via email (date each piece of work and make sure you put your name on it).

The work submitted each week I will file for final assessment so you do not have to resubmit it at the end of the semester.

Remember

Observational drawing/painting from life in colour is exciting, it taxes you, can frustrate and challenge you, it is hard work but if taken seriously will develop and improve your visualisation skills enormously.

Drawing and painting is not just an accurate visual representation of an object/person, it is a process, an exploration and expression of mark making and recording that will feed into and develop your individual working practice as an illustrator.

The whole point of this module is to hone your colour observational drawing/painting techniques while simultaneously expanding your emotional mark making repertoire your visual investigation skills while also introducing you to the vast exciting, inspiring arena of books/sketchbooks/visual diaries.

HAVE SOME FUN this semester

The *Books and Colour* project is to be submitted at the end of the semester. Date for submission Monday 3rd May 2021 3.00pm

The weekly colour assignments you submit I will file each week so you don't need to resend these if you don't want to.

- Photograph or scan your sketch book/visual diary pages and 3 final illustrations and compile into a PowerPoint presentation at the end of the semester for submission. Also, don't forget, if needed, add explanations annotation where necessary. **Export as PDF. Label your PDF document in the following format when saving:**
Surname in CAPS Forename in CAPS VS2
Example: JONES DORIS VS2

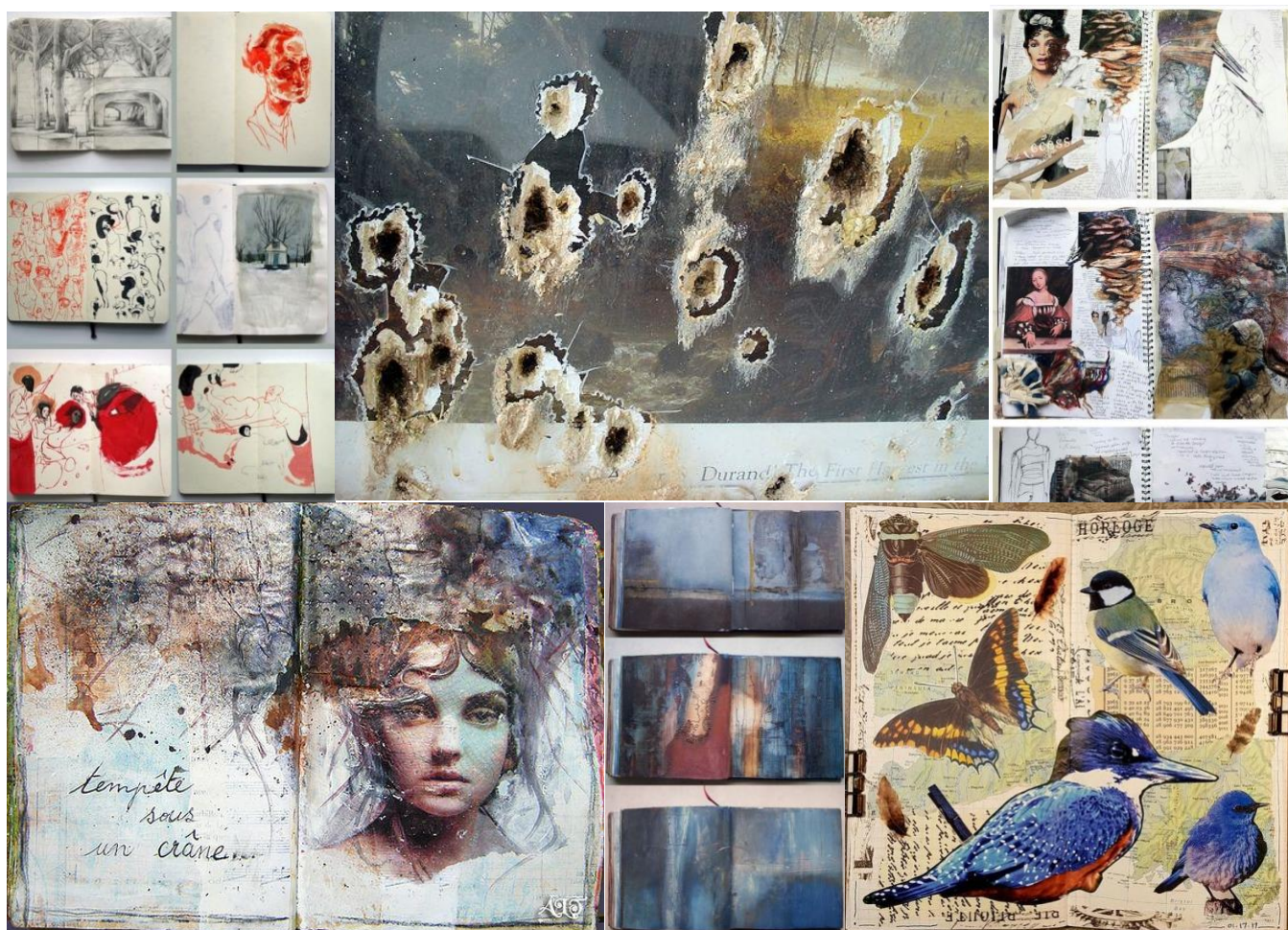
Please also submit a completed self-evaluation sheet which will be sent out at the end of the semester.

Weekly timetable

Note Please note; the order and content of work may change slightly depending on how everyone is doing. You will be given one week's notice of any changes made.

Weekly Schedule Mondays	Notes
Week 1: Monday 25 th January 2021	Module brief hand out at 10:00am. Teams meeting at 10:30 am to read through the Module brief and go through any questions. 1st weekly assignment; what are your favourite books?
Week 2: Monday 1 st February 2021	2 nd weekly assignment; Design a cover for your sketchbook/visual diary.
Week 3: Monday 8 th February 2021	3 rd weekly assignment; know your tools, making an A5 sketch book/visual diary. A demonstration will be carried out during the day all day. What does a sketchbook/visual diary mean to you?

Week 4: Monday 15 th February 2021	4 th weekly assignment; know your tools, watercolour and superimposing. Make sure you have watercolour pans, paint brush and paper.
Week 5: Monday 22 nd February 2021	5 th weekly assignment; tone and colour
Week 6: Monday 1 st March 2021	6 th weekly assignment; tone and colour
Week 7: Monday 8 th March 2021	7 th weekly assignment; value/tone of colour deconstruction
Week 8: Monday 15 th March 2021	Formative Assessment- informal Feedback Tutorials. Via Teams in small groups.
Week 9: Monday 22 nd March 2021	Formative Assessment- informal Feedback Tutorials. Via Teams in small groups.
Easter break Mon 29 th March-Fri 16 th April	Time to start working out your three illustrations
Week 10: Monday 19 th April 2021	10 th weekly assignment; limited palette (this may change due to covid restrictions)
Week 11: Monday 26 th April 2021	11 th weekly assignment; harmonies (this may change due to covid restrictions)
Week 12; Monday 3 rd May 2021	ASSESMENT DEADLINE Assessment hand in by 3.00pm
Week 13: Monday 10 th May 2021	Assessment
Week 14: Monday 17 th May 2021	Assessment
Week 15: Monday 24 th May 2021	Assessment



GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

Please note that you will be marked specifically in relation to how much self-directed time, effort, and enthusiasm you put into your work. Some of you may have natural drawing/painting skills but if effort is not evident you will lose marks.

1. Engagement with Literature Skills (Marks Available 20 out of 100)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Research is part of your project work and is included in your overall hours. Make the most of your research time. It is a great opportunity to look at other book illustrators/artists work, sketch books, visual diaries and read about their working practice. It is also important to research artists/illustrators who work in colour. Researching is inspirational there is so much out there to explore. Really try to make your research relevant and personal to you. Note down anything that you find interesting in any discipline in your visual diary. Make sure you reference your research for your own sake to be able to refer back to it in the future.

2. Knowledge and Understanding Skills (Marks Available: 20 out of 100)

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

This refers to your knowledge and understanding of core drawing/colour skills working from life. You need to be able to demonstrate that you have applied appropriate techniques as indicated in the colour assignments. These elements are to be investigated and explored in the context of your sketchbook/visual diary and your final three book illustrations.

3. Cognitive and Intellectual Skills (Marks Available: 20 out of 100)

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

To assist in your personal development, you will need to experiment and find approaches to observational drawings/paintings in colour that work best for you. Have you been willing to experiment and work outside your comfort zone? Have you been enthusiastic and evaluated different approaches to solving problems along with the different visual methods of working in colour? You will need to learn to self-evaluate and critique your own work and identify and tackle any areas of weakness that you may have and show a willingness to investigate further.

4. Practical Skills (Marks Available: 20 out of 100)

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

This mark relates to the level of practical skill displayed and the personal effort that is evident in your drawing/painting abilities in colour, how you have explored these in your sketchbook/visual diary and final book illustrations of your choice. There should be a clear indication, that your working practice has progressed throughout the semester. Pay particular attention to the areas covered during the sessions.

5. Transferable Skills for Life and Professional Practice (Marks Available: 20 out of 100)

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

This refers to your ability to manage and organise your time effectively. Your work should clearly demonstrate that you are self-directed. Your punctual submission and the professional presentation of your work will contribute to this mark. Also, during tutorials you will be expected to contribute as a supportive and constructive member of the group.

Bibliography

Books

BIBLIOGRAPHY*

Edwards, S and Wood, P (eds) (2013) *Art & visual Culture 1850-2010: Modernity to Globalisation*, Tate Publishing: London

Hugill, A (2015) *Petaphysics: A Useless Guide*, MIT press

Mirzoeff, N (2012) *The Visual Culture Reader* London: Routledge

Osborne, P (2013) *Anywhere Or Not At All: The Philosophy of Contemporary Art*, Verso Books: London

Parkinson, G (2008) *Surrealism, Art, and Modern Science: Relativity, Quantum Mechanics, Epistemology*: Yale University press

Berger, J (2008) *Ways of Seeing*, Penguin Classics, London, (Reprint edition)

Ingledew, (2011) *A-Z of Visual Ideas: How to Solve any Creative Brief*. Lawrence King

Kemp, M (2015) *Art in History*, Profile Books: London

Gregory, D (2015) *Art Before Breakfast: A Zillion Ways to be More Creative No Matter How Busy You Are*. USA: Published Chronicle Books

Sturken, M & Cartwright, L (2009) *Practices of Looking* 2nd edition, Oxford U.P., Oxford

Recommended books for figure/observational drawing

Books pertinent to this module will be on listed on the appropriate weekly briefs if relevant.

Bridgeman, George (1971) Bridgeman's Life Drawing

Gordon, Louise (1980) How to Draw the Human Figure

Richer, Paul (1971) Artistic Anatomy

3Dtotalpublishing Anatomy for 3D artists (2015) Managing editor Simon Moore. Web site

Simblet, Sarah (2001) Anatomy for the artist

Muftic, Kan (2017) Figure drawing for concept artists.

Ball, Emily (2015) Drawing and painting people.

Journals

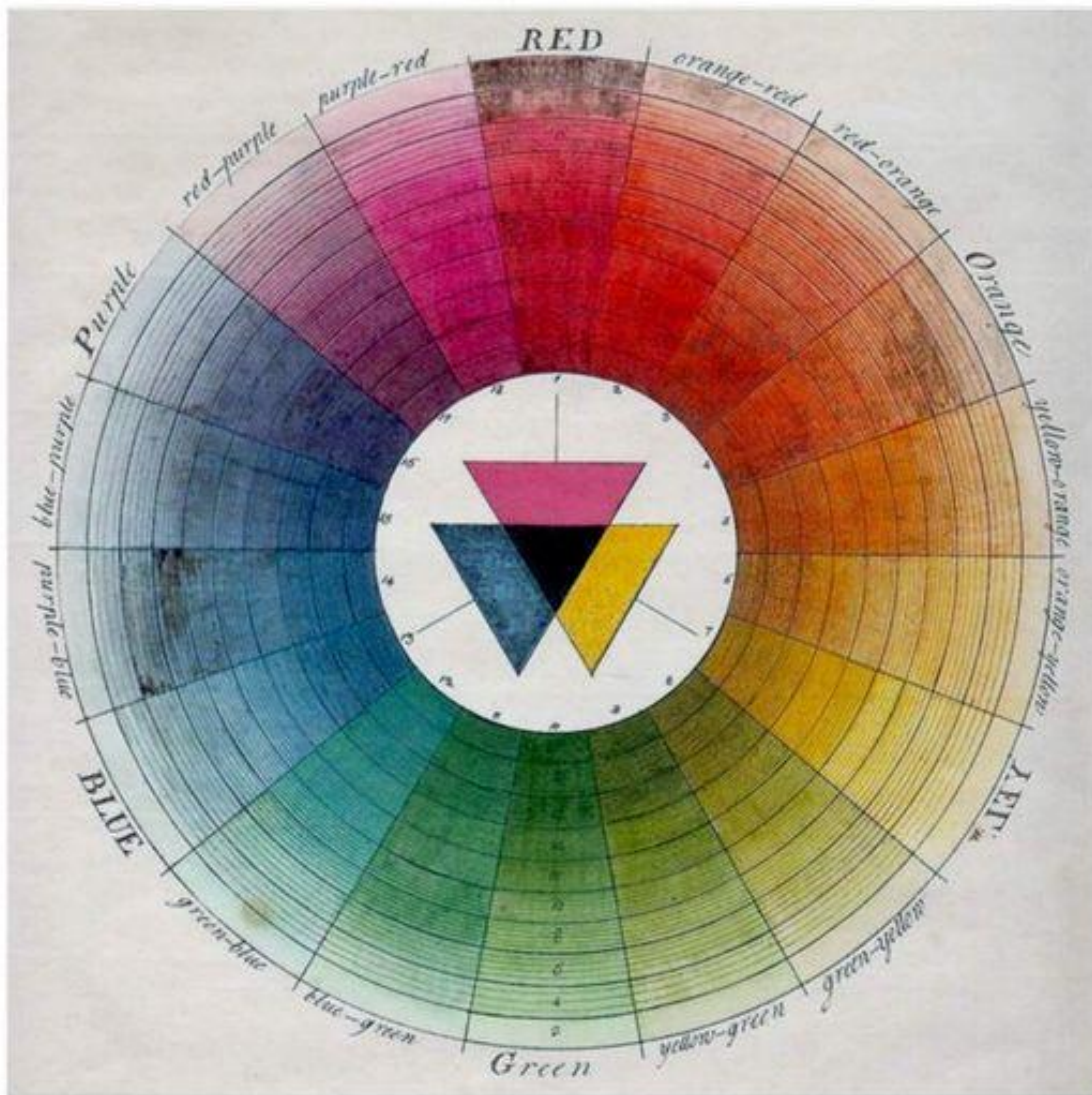
If you are able to make sure you look at and browse the magazines and books in general in the library on all disciplines, lots will inspire you.

Websites

<https://www.itsnicethat.com/>

<https://theaoi.com/>

<https://www.foliosociety.com/>



STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate) Up to one week late(40%max) Over one week late(0%)	%
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GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTOR Y (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	interpretation.				
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individually or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.