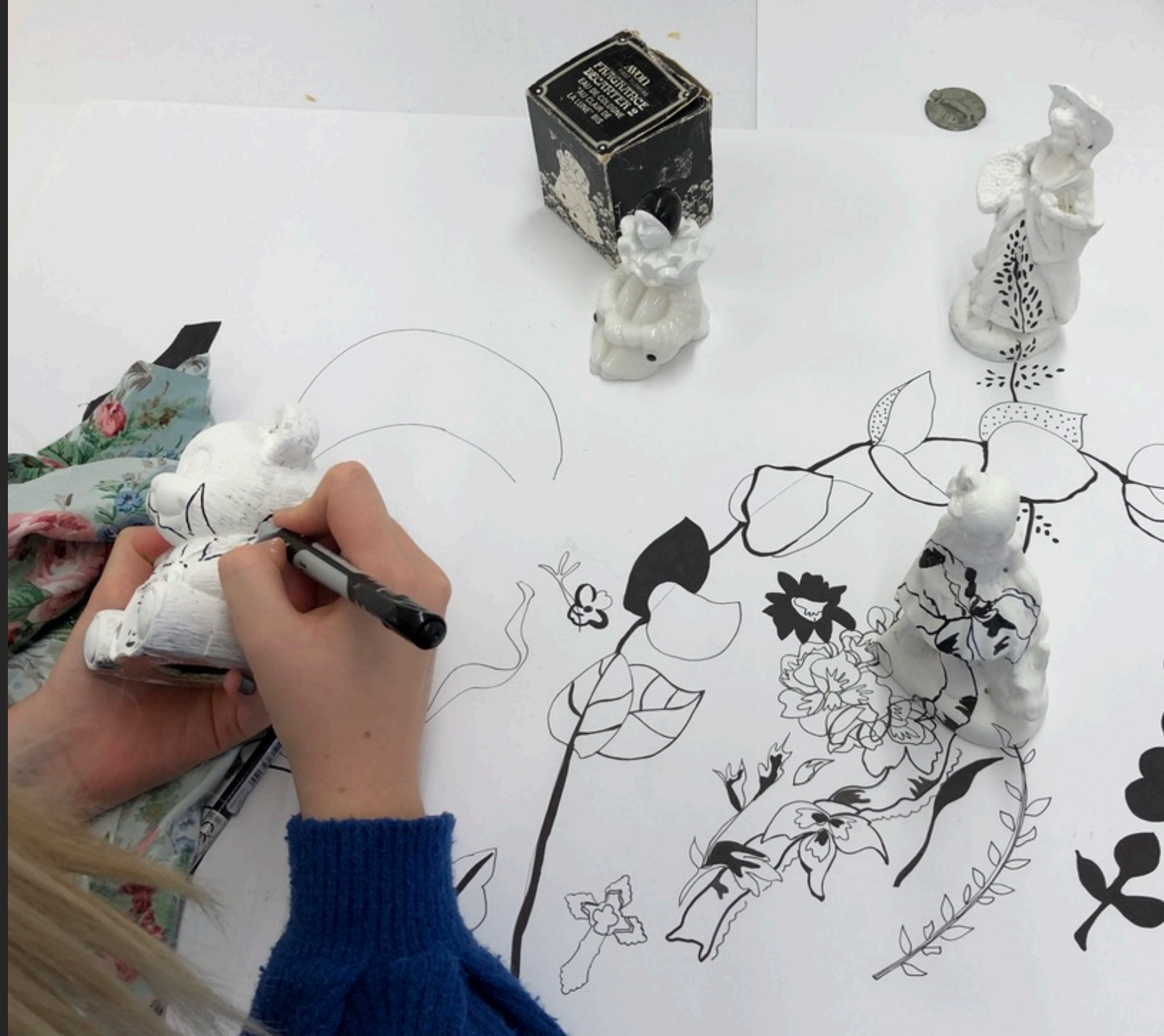
Welcome to our first ‘Cluster Hello!’

Advanced Creative Enquiry

Module briefing 28/09/20

AKA “ACE”
to it’s friends



But first, **CLUSTER** – what does this mean?

Reference to CLUSTER, “Cluster group,” “Cluster module,” “your Cluster,” is a new part of the academic structure, which is organized in this way

1. Your University – UWTSD
2. Your Institute – Welsh Institute of Science and **Art** (WISA)
3. We are the **Art** bit - Swansea College of Art
4. Your Academic Area – Architecture and Design
5. Your **Cluster – “Design”** (incl. SPD, Design Crafts, Glass & Product)
6. Your Programme – Surface Pattern Design

CLUSTER characteristics

Why us?

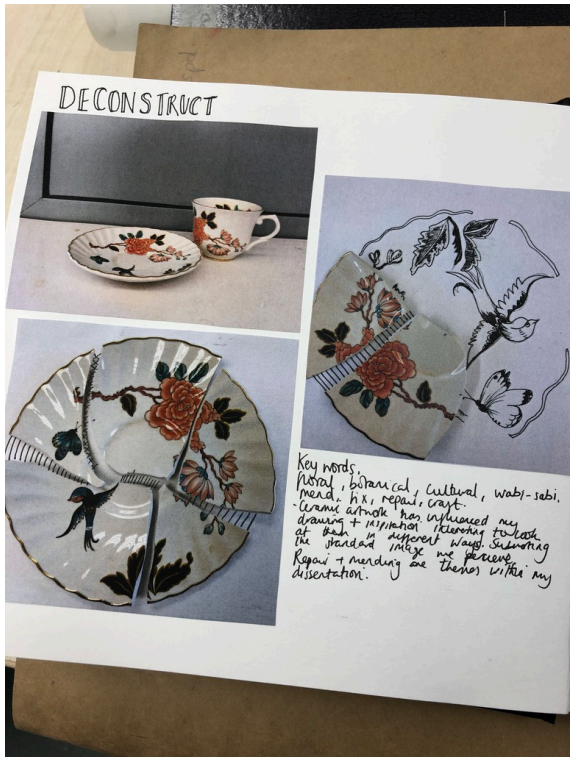
What have we got in common?

What makes us great?

What opportunities are there for us?

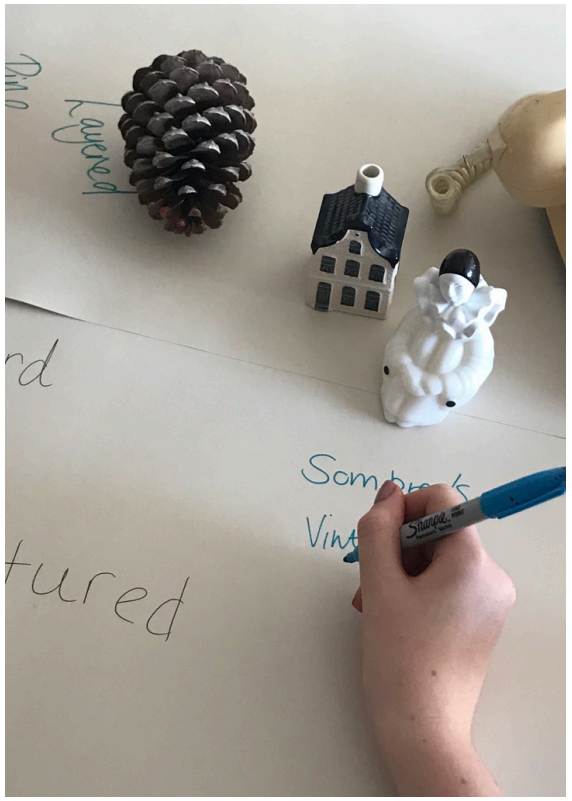
We are an established team already *and you will be working with all of us through this module, without exception!*

For ACE you will be working together as a group of 26 students in total comprising Surface Pattern, Design Crafts and Glass (not Product this time)









Drawing, Materiality, Process

ACE Overview

What characterizes the module?

- A Multi disciplinary investigation designed to fuel the subsequent Independent Project and Major Project modules
- An exciting range of studio sessions and workshops in SPD/DC/Glass
- SPD Studio based sessions enabling the whole cohort to work together safely
- Workshop based sessions that have been meticulously planned to enable small groups to work safely in rotation

Ethos of ACE

Newness
Exploration
Risk Taking
Questioning
Curiosity
Stretching
Innovation
Self Development
Growth mindset







Looking for potential for the next stage of the process

ACE Schedule

SEMESTER 1 – 2020/2021

Week 2 28th Sept	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
	Brief Advanced Creative Enquiry ADAD6002 **(ACE)** ***Cluster tutor*** **1 hr** **10.30am** *Online delivery* Brief Research/Prep Task				**ACE** **SPD Kate Coode** **Session 1-** Print room/dye lab AE 502 Group 1 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 1 -** Print room/dye lab AE 502 Group 2 1.30pm 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - ENAMELLING** Group 3 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - ENAMELLING** Group 4 PM 1.30pm 2.5hrs teaching contact
Week 3 5th Oct	MONDAY		WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 1** **Georgia Mckie** **AE501** 10am 2.5hrs teaching contact AM **ACE** DC deliver Cath Brown **Session - CERAMICS** Group 1 1.30 2.5hrs teaching contact PM Spot Weld Induction SPD Tech Dem - Sharon Cooper 1.30 Group 5	**ACE** **SPD Claire Savage** **Session 1 AD602** Group A 10 am 2.5hrs **Session 1 AD602** Group B 1.30 2.5hrs			**ACE** **SPD Kate Coode** **Session 1-** Print room/dye lab AE 502 Group 3 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 1 -** Print room/dye lab AE 502 Group 4 1.30pm 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - ENAMELLING** Group 5 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - ENAMELLING** Group ~~1 PM~~ 1.30pm 2.5hrs teaching contact

Week 4 12th Oct	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 2** **Georgia Mckie** **AE501** 10am 2.5hrs teaching contact AM **ACE** DC deliver Cath Brown **Session - CERAMICS** Group 2 1.30 2.5hrs teaching contact PM Spot Weld Induction SPD Tech Dem - Sharon Cooper 1.30 Group 1	**ACE** **SPD Claire Savage** **Session 1 AD602** Group C 10 am 2.5hrs **Session 1 AD602** Group D 1.30 2.5hrs			**ACE** **SPD Kate Coode** **Session 1-** Print room/dye lab AE 502 Group 5 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - ENAMELLING** Group 2 10AM 2.5hrs teaching contact
Week 5 19th Oct	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 3** **Cath ~~Hannedon~~.** **AE501** 10am 2.5hrs teaching contact AM **ACE** DC deliver Cath Brown **Session - CERAMICS** Group 3 1.30 2.5hrs teaching contact PM Spot Weld Induction SPD Tech Dem - Sharon Cooper 1.30 Group 2	**ACE** **SPD Claire Savage** **Session 1 AD602** Group A 10 am 2.5hrs **Session 2 AD602** Group B 1.30 2.5hrs		tutor/tutorials	**ACE** **SPD Kate Coode** **Session 2-** Print room/dye lab AE 502 Group 1 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 2 -** Print room/dye lab AE 502 Group 2 1.30pm 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - Sandblasting** Group 3 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - Sandblasting** Group ~~4 PM~~ 1.30pm 2.5hrs teaching contact

SEMESTER 1 – 2020/2021

Week 6 26th Oct	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Spot Weld Induction SPD Tech Dem - Sharon Cooper 1.30 Group 3 Spot Weld Induction SPD Tech Dem - Sharon Cooper 1.30 Group 4	Student Self Study Week			
Week 7 2nd Nov	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 4** **Cath ~~Hannedon~~.** **AE501** 10am 2.5hrs teaching contact AM **ACE** DC deliver Cath Brown **Session - CERAMICS** Group 4 1.30 2.5hrs teaching contact PM	**ACE** **SPD Claire Savage** **Session 2 AD602** Group C 10 am 2.5hrs **Session 2 AD602** Group D 1.30 2.5hrs			**ACE** **SPD Kate Coode** **Session 2-** Print room/dye lab AE 502 Group 3 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 2 -** Print room/dye lab AE 502 Group 4 1.30pm 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - Sandblasting** Group 5 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - Sandblasting** Group ~~1 PM~~ 1.30pm 2.5hrs teaching contact
Week 8 9th Nov	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	SPD Georgia McKie **Studio AE501** **Formative Assessment** **Group Crit AM** With written feedback sheets 2.5hrs group A **SPD 1** **Group Crit PM** With written feedback sheets 2.5hrs group B **SPD 2** **ACE** DC deliver Cath Brown **Session - CERAMICS** Group 5 1.30 2.5hrs teaching contact PM				**ACE** **SPD Kate Coode** **Session 2-** Print room/dye lab AE 502 Group 5 10AM 2.5hrs teaching contact **ACE** DC deliver Anna Lewis **Session - Sandblasting** Group 1 10AM 2.5hrs teaching contact

SEMESTER 1 – 2020/2021

Week 9 16th Nov	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	SPD Georgia McKie **Studio AE501** **Formative Assessment** **Group Crit AM** With written feedback sheets 10 am 2.5hrs group C **SPD 3** **DC Cath Brown - to locate venue and specify time for 7 DC and Glass Students)** **Formative Assessment** **Group Crit AM** With written feedback sheets 2.5hrs group D **DC 1**				**ACE** **SPD Kate Coode** **Session 3-** Print room/dye lab AE 502 Group 1 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 3 -** Print room/dye lab AE 502 Group 2 1.30pm 2.5hrs teaching contact
Week 10 23rd Nov	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Output tutor/tutorials	**ACE** **SPD Kate Coode** **Session 3-** Print room/dye lab AE 502 Group 3 10AM 2.5hrs teaching contact **SPD Kate Coode** **Session 3 -** Print room/dye lab AE 502 Group 4 1.30pm 2.5hrs teaching contact
Week 11 30th Nov	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 5** **Cath ~~Hannedon~~.** **AE501** 10 am 2.5hrs teaching contact AM				**ACE** **SPD Kate Coode** **Session 3-** Print room/dye lab AE 502 Group 5 10AM 2.5hrs teaching contact

SEMESTER 1 – 2020/2021

Week 12 7th Dec	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ACE **SPD Studio drawing 6** **Georgia McKie** **AE501** 10am 2.5hrs teaching contact AM			/tutorials	
	CHRISTMAS BREAK				
Week 13 4th Jan	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	4pm ACE SUBMISSION				
Week 14 11th Jan					
Week 15 18th Jan					

ACE Timetable: Key features

- Where can you find the timetable?

On your **Student HWB**, this is linked to the “live” Celcat system

- Individualized Group Rotations

*Featuring **numbered** and **lettered** groups*

Look carefully and regularly

- Why can’t you swap groups?

Track and Trace policy

ACE Timetable: Key features cont.

- You can only access the areas on the timetable on your designated days.
- Studios, Mac suites and Workshops areas are carefully “ZONED” to protect “bubbled” groups.
- Where you are timetabled to the SPD studio for the day – you are encouraged to *make use* of the full day if you feel well and comfortable to do so.
- Self study opportunities will be advertised by the Tech Dem team in due course through a system of managed Open Access.

The Module Brief – General Cluster Wide

Where will you find it, and other key module info?
We will be utilising the ACE Team on TEAMS, and the ACE Moodle Module as repositories.

- Please check you can access both of these virtual learning environments.
- Upload Apps, turn notifications on – stay connected.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36b

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Surface Pattern Design** **BA Architectural Glass** **BA Design Crafts** **BA/BSc Product and Furniture Design**		
Module:	**Advanced Critical Enquiry**		
Module code:	**M6X01787**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**G McKie (SPD)** **C Brown (G & DC)** **M Archer (PFD)**	**Internal Verifier:**	**Dr. P Spring**
Assignment Title:	**A.C.E**	**Word count (or equivalent):**	**Portfolio** (5000 equivalent)
Submission deadline:	**4.00pm 04.01.21**	**Return date of provisional marks & written feedback:**	**By wk beginning: 01.02.21**
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):** **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 assessment.		

Module Learning Outcomes (from module syllabus)
1. Recognise critical and contextual dimensions of the students chosen discipline; 2. Critically review and synthesise information from a range of sources, including the work of other practitioners; 3. Effectively apply a range of analytical, investigative and experimental approaches to their chosen medium.

ASSIGNMENT DESCRIPTION

CONTEXT:
This module is designed to inspire and reinforce the basis of your Major Project for the 3rd year, and serves as a medium for you to undertake a more experimental and challenging approach to your individual pathway philosophy. The aim is to not only extend and develop your personal visual language and technical skills but also to help you consolidate and apply critical research and analysis to your work in relation to your chosen context. This will be the foundation to your Semester 2 outcome.

TASK:
The Scoping out, Exploration and Research for your Major Project. Please see the attached Task briefing for your specific pathway for full details.

SUBMISSION DELIVERABLES:

Surface Pattern Design:	Practical Portfolio
Glass:	Practical Portfolio
Design Crafts:	Practical Portfolio
Product & Furniture Design:	Research Portfolio & Presentation

ASSESSMENT CRITERIA
Your Advanced Critical Enquiry submission will be assessed in relation to the module learning outcomes using the common assessment criteria 1, 2, 3, 4, 5 (these weightings are specified in your pathway task document).

RESOURCES:
1. Seminar presentations & reference material on Moodle.
2. Library & Internet resources.
3. Design Studio, Workshops, CAD Studio.

SUBMISSION DEADLINE: 4.00pm 04.01.21

FEEDBACK:
During the semester there will be scheduled tutorials (group & individual) which you will need to attend, where FORMATIVE feedback will be given regarding the project. It is your responsibility to record the actions that are discussed at these tutorials and bring these records to every tutorial with any of the module tutors. Failure to attend tutorials will mean you are foregoing the formative feedback process.

You will be provided with written SUMMATIVE feedback and the opportunity to discuss your performance in a studio tutorial by the week beginning 1st February 2021.

PLEASE NOTE:
1. It is important you bring your coursework with you to every tutorial.
2. Your attendance is monitored (as per University regulations).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF PROJECTS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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:

- *Clearly show your engagement with a range of relevant and credible research literature.*
- *Apply your referencing skills clearly and consistently.*

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

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

- *Manage and organise your research information into a coherent body which clearly shows your knowledge and understanding of the principles, practices and innovations of your discipline.*
- *Use analysis, exploration, and appropriate referencing to show you are well-informed by a range of practical & material research (your own) and scholarship (of others.)*
- *Show your ability to learn from your discoveries, and your understanding by showing how this could link to your practice, the future direction of your practice, and/or the practices of others.*

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

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Show your ability to:

- *Independently select and build a distinctive body of research.*
- *Critically evaluate and analyse the practice and/or theoretical based experiences undertaken.*
- *Formulate innovative and effective concepts through appropriate application of problem solving, creative experimentation and testing methods.*
- *Synthesise the insights and understanding that have come from your research.*

4. Practical Skills (Marks Available: 40 out of 100)

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Use your skills to:

- *Assimilate and apply a wide-ranging body of practical explorations through 2D/3D drawing and materiality.*
- *Organise extensive research which clearly communicates your own ideas, through the application of advanced technical skills in established and innovative processes pursuing sensitivity and excellence in idea realisation.*
- *Apply rigour to record keeping, to evidence and sustain your increasingly independent practice.*

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 graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; 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:

Use your skills to:

- *Demonstrate those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills.*
- *Present your work professionally, applying attention to the conventions of Sketchbook, Research Journal and portfolio practice.*
- *Communicate your ideas in a coherent and consistent style with due consideration to the reader/audience.*

How can you get the ball rolling?

Prep Tasks and Self Study

- *Curate it Yourself*
- *7 Day Drawing Kickstarter*

Design from Art; Become the Curator; Curate it Yourself

This is the *WORKING THEME.*

We invite you to curate your own VIRTUAL GALLERY to work from.

Consider notions of

- ***Stay Near Go Far;*** *The World at your Fingertips*
- ***Relooking, Restaging, Reframing;*** *This is a New World but what do we want to take forward from the Old World?*
- ***Homage***

This is your Creative Enquiry. ***How can you make this work for your emerging Major project ideas and your Independent Project Live Brief?***

https://www.pinterest.co.uk/georgiamckie/ace-2021/ ***My emerging Virtual Gallery.***



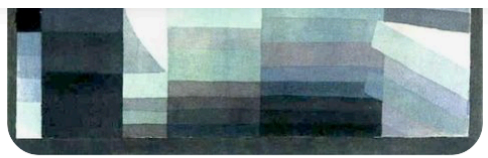
Barbara Hepworth Museum and Sculpture Garden



Dyesublimation print. By...

Shelly Goldsmith





Paul Klee ~ Expressionist painter



The Fabulous Femininity of Ossie Clark



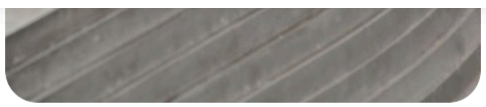


GRAVITY AND GRACE

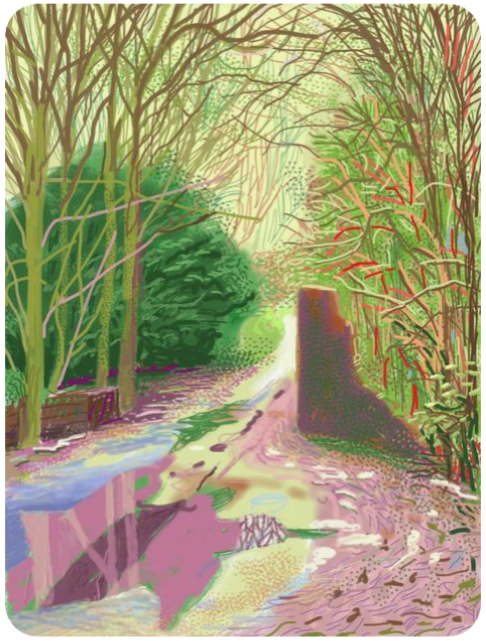




Françoise De ando



Works | Anish Kapoor: Mountain



David Hockney landscapes: The wold is not enough





Barbara Hepworth garden

Denvers Designs



Françoise Delot-Rolando



Through your Metaphorical Curation - make connections…

….to paintings, sculpture, art, to styles, genres, isms, to material, process, artists or groups of artists.

You are required to initiate this activity through

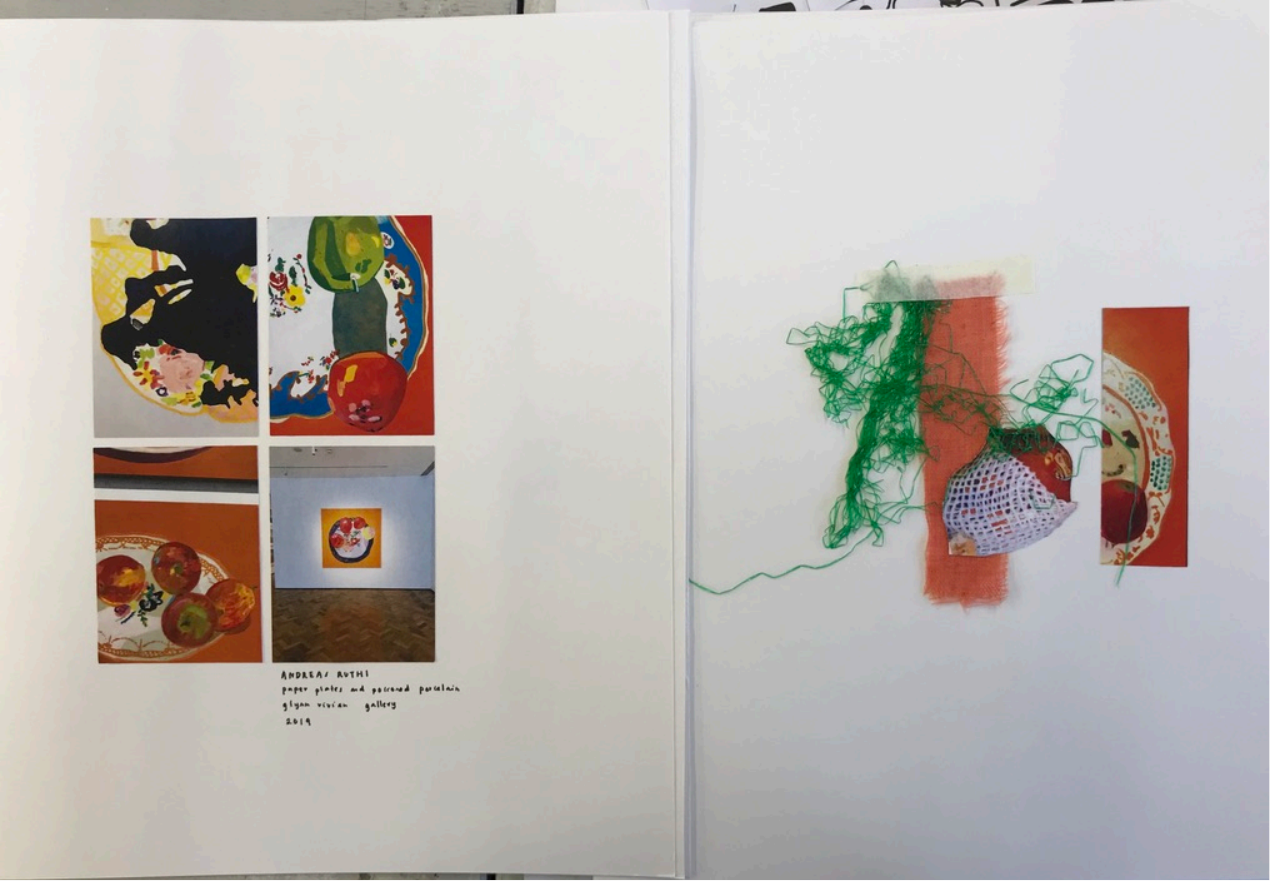
- **visits to accessible Museums and Galleries in the area**
- **access to the library via the Click and Collect service**
- **invested research in online repositories such as Pinterest, Instagram, websites etc.**

This will be a fluid process that will continue to unfold as the module gains momentum. Allow the curation to emerge, change and inform your work in the ACE sessions. Have fun with this concept, use your power!



Siwan’s Sketchbook

Directly referencing art works through imagery





Linking Art to practice

informal connections in Research Journals

Drawing Kickstarter Activity

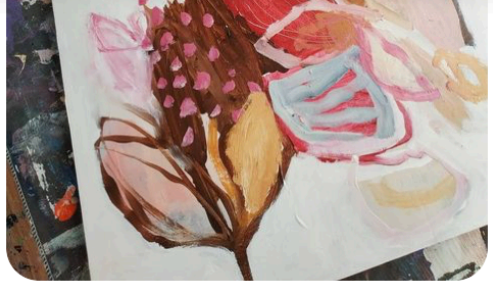
7 Day Drawing Challenge designed to kickstart ACE

Choose either

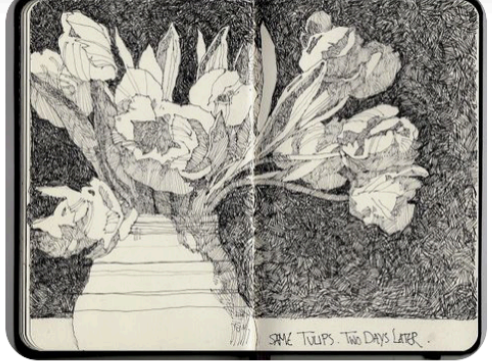
- ***7 Days of Floral***
- ***7 Days of Form***

Set a time each day over the next week or two to DRAW!

Inspiration here at Claire's 7 day floral challenge pin board
https://www.pinterest.co.uk/clsavonst/7-day-floral-drawing-challenge/
Use loose leaf papers or sketchbooks – these can be compiled with other ACE developments as they emerge.
Engage with your subject matter. What are you looking at? Research its name? What is it related to that you also could draw or paint? What are it's inherent qualities?



Abstract botanicals in progress



Tulips



FOX & FLORA | Giclée Art Print



Rosemary Mosco (Bird And Moon) on Twitter



Love the Farmers' Market!



Sketchbook pics



News – Page 3 – Ophelia Pang



Sonal Nathwani's Store



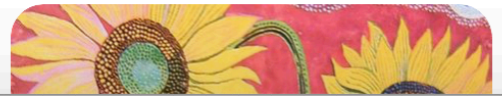
the g▲▲d life



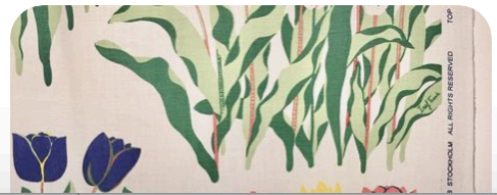
Shorts for Women: Cute and Unique Styles











What to bring to your sessions?

- The ACE ethos! - Curiosity, openness and enthusiasm
- Reference to your emerging VIRTUAL GALLERY in research journals, print-outs and associated objects.
- **Your 7 day Drawing Kickstarter.**
- Objects – flowers, cloth, forms, vessels, ornaments, mismatched scales, ‘stand-ins’ or symbols of…, associations to…, organic, manmade. Analyse your Gallery and themes – what do you need to bring this to life?
- **Art and Design kit – you will need to be mobile! Be Prepared.**

What are you looking for?

Inspiration to sustain what comes next
Broadened horizons
A narrative
Palette directions
Your creative voice
An emerging design signature
Uniqueness
Material directions
An understanding of the Zeitgeist

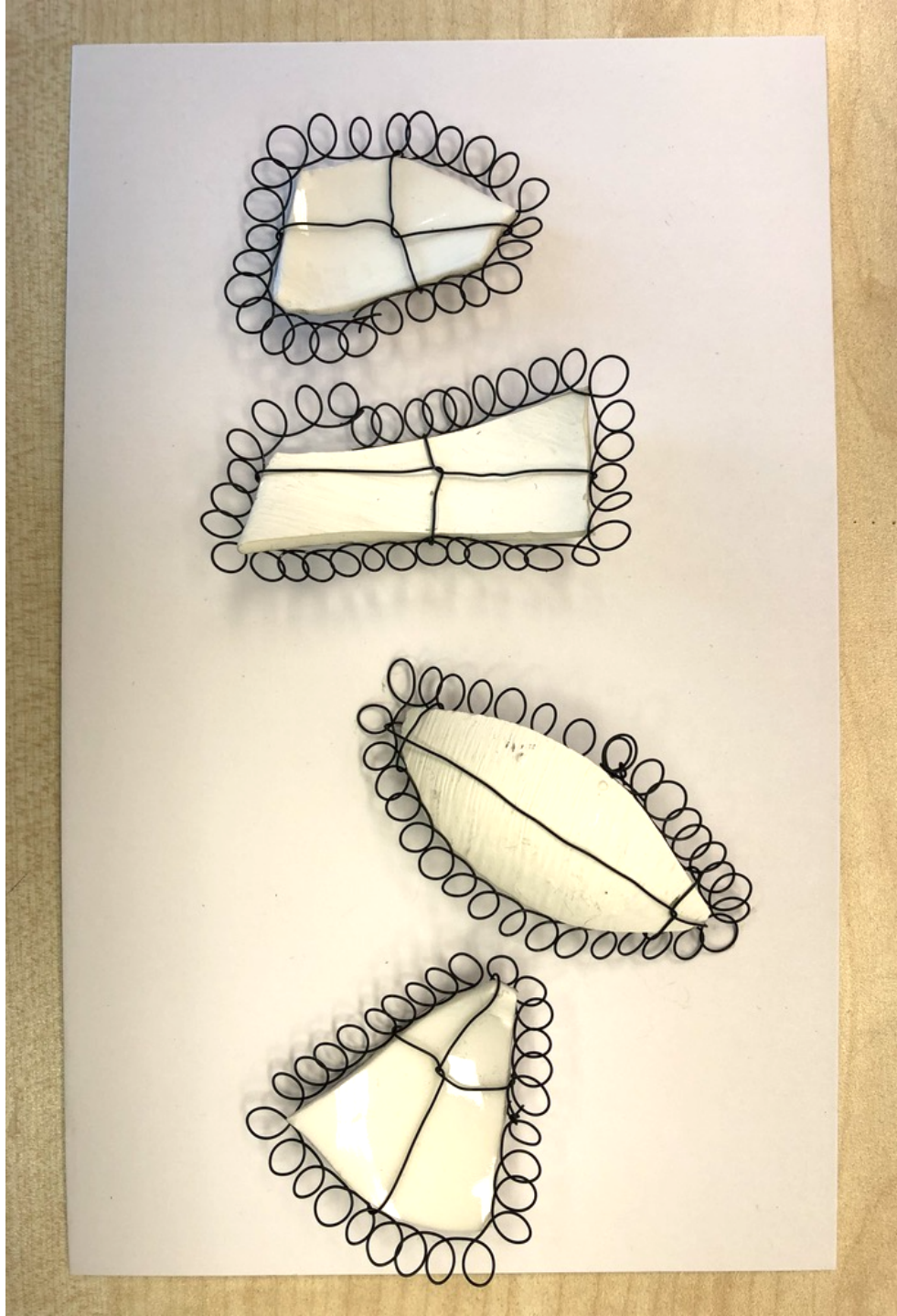
Lively journals evidencing your design thinking.



What will you have at the end of the module?

- You are asked to submit an organized, explorative body of drawings, material samples, research journals related to your developing ideas.
- An open-ended platform of possibilities.
- This module is not about finished design outcomes.
- You will be rewarded for your sense of adventure.

Rich starting points yet to be refined



You will need to book a free ticket online for the following galleries…

Waterfront Museum Swansea
https://museum.wales/swansea/visit/
Glynn Vivian Art Gallery
https://www.glynnvivian.co.uk/visit/book-your-free-admission/
Mission Gallery
https://www.missiongallery.co.uk/visitor-policy/ Mission gallery has a policy of 3 people in the shop and 3 people in the exhibition, but you do not have to book.

Discover florals in and around Swansea (Safely – please observe social distancing and lockdown restrictions)
https://botanicgarden.wales/
https://botanicsswansea.co.uk/
https://www.swansea.gov.uk/clyne
https://www.visitswanseabay.com/listings/parks-gardens/

First wave lockdown inspiration came in many forms….
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