

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:	Life Drawing Portfolio and Sketch Book	Word count (or equivalent):	
Submission deadline:	Monday 18/05/2020	Return date of provisional marks & written feedback:	No later than 16/06/2020
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)

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

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 semester we will continue with the exploration of the figure exploring processes we used in the first semester along with exploration of different media some of which you have used in your studio sessions.

During this semester, you will really start to explore and develop your own individual working practice.

As you were informed last semester come well prepared for your sessions. Paper and charcoal will be provided but you may be asked to bring in certain equipment for some weeks. You will be informed if this is necessary a week before the session.

Sometimes in the sessions there will be the opportunity for discussion and analysis of visual and perceptual information exploring personal working process. However, the sessions when working from the model are to be silent. This is so that you can fully engage the right side of your brain, you cannot draw figuratively while talking you can only draw symbolically. Your phones are to be switched off and you are to respect the model's space. You are also expected to be punctual and prepared to start at your allocated time, wandering in late will not be tolerated. This session is only two hours long make the most of it.

Scheduled learning; 2 hours a week every Monday, 24 hours in total

Independent Learning; 6 hours a week in your own time, 76 hours in total

Note sessions on the schedule may change but you will be notified in advance.



Work to be submitted at the end of the semester. Date for submission Monday 18th May 2020

1. PORTFOLIO of LIFE DRAWING

Over the course of this life drawing module you will build a substantial body of work relating to the weekly themes. This has to be presented at the specified deadline for final assessment:

- The work produced during the sessions should be kept and stored safely (date each piece of work and make sure you put your name on it).
- Do not roll your work – it must be presented flat.
- Present your work in a folder (bought or handmade).
- Fix any charcoal or chalk pastel work or cover with tracing paper hinged on one side.

2. SKETCHBOOK/S/VISUAL DIARY

You're expected to continue to keep a sketchbook/visual diary as a personal record of your drawing journey throughout the duration of this semester (and beyond!). Your sketchbook/visual diary will allow you to draw and record things you wouldn't find during the life drawing sessions. It is very important that you use your sketch book to explore and reinforce what you learn in the life drawing studio. The sketch book/visual diary is an indication of what you have looked at and experimented with in your own time and contributes a large percentage to your overall marks.

- If you feel too constrained by sketchbooks you can work on loose sheets of paper, but present them in a suitable format for assessment.
- Bring your sketch book/visual diary to each session for potential discussions.
- Break out of your comfort zone and use a range of materials that you have experimented with in media techniques. Also, try out as many different mark making materials that you can think of, coffee, tea, rust, crushed plants etc.

Your sketchbook/visual diary is very personal, a collection of your own working methods thoughts and ideas. Make it personal to you and keep it on you at all times. Draw and record anything that sparks your interest. Faces, animals, people in conversation, your pets, hands, your friends and family asleep in front of the TV, people in the street, in a coffee shop and in the pub, etc. Record conversations, poems, political articles that interest you, stories, artists you admire, exhibitions you have gone to, shop windows, books- and it goes on.

Please note amendments due to the corona Virus.

Portfolio of life drawing

The change to the assignments will be minimal. You will be working from life at home. The weekly assignments will still be given out on the allotted Mondays timetabled on your brief. You will be asked to photograph the work and send a digital copy of your completed assignment to me each week (deadline date given a week in advance) for me to comment.

Sketch books

You will still work in your sketch books **from life**. You will need to be creative about what you draw, family, pets, views out of windows, rooms, different lighting etc., as you can no longer work outdoors. I will give you prompts each week. Try to make this fun even though you may be confined to the house. One of the challenges is to draw and paint with as many different materials as possible that you can think of in the home. Aim for 100 different types, what foods could you use? What about creating a dye from plants, spices, try coffee and tea etc. You can also work on as many different surfaces as you can find in the home-envelopes, junk mail, old clothes etc.

- Photograph your sketch book as you progress and compile into a PowerPoint presentation at the end of the semester for submission. Think about how you can make this interesting visually, by cropping images and putting related images on the same page. Also if needed add explanations. **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 be aware that even though the final submission date for this module has been extended by a week to the **18th May 2020**, the last assignment date is the same as it was originally (see weekly timetable). This will give you time to sort out your power-point for the sketchbook submission.



Weekly Schedule Mondays	Notes
Week 1: Monday 27 th Jan 2020	Revision week, sheet given out listing everything covered last Semester.
Week 2: Monday 3 rd February 2020	Sketch book day!
Week 3: Monday 10 th February 2020	Collage, texture, tone and line and introducing colour.
Week 4: Monday 17 th February 2020	Emotion mark making, expressive line and ink wash.
Week 5: Monday 24 th February 2020	Water colour, wash and tone.
Week 6: Monday 2 nd March 2020	Formative Assessment- Feedback Tutorials. (Student led drawing session)
Week 7: Monday 9 th March 2020	Formative Assessment- Feedback Tutorials. (Student led drawing session)
Week 8: Monday 16 th March 2020	Working from home, self-portrait in dramatic lighting and sketching and sketch book work,
Week 9: Monday 23 rd March 2020	The grace and expression of hands/ bone and muscle structure and emotion and sketch book work.
Easter Break	End of Term Friday 27 th March – Start back 20 th April 2020
Week 10: Monday 20 th April 2020	to be confirmed
Week 11: Monday 27 th April 2020	to be confirmed

Week 12: Wed 4 th May 2020	to be confirmed.
Week 13: Monday 11 th May 2020	Sort out the power-point of sketchbook studies
Week 14: Monday 18 th May 2020	Assessment Deadline 3'00pm
Week 15: Monday 25 th May 2020	Ongoing Assessments

BIBLIOGRAPHY*

Essential

- Edwards, S and Wood P (eds) (2013) *Art & Visual Culture 1850 - 2010: Modernity to Globalisation*, Tate Publishing: London
- Hugill, A (2015) *Pataphysics: 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
- Wynn Kapitt and Lawrence Elson *The Anatomy Colouring Book*, Pearson
- Emily Ball *Drawing and Painting People, A Fresh Approach*, The Crowood Press, 2009
- Andras Szunyoghy & Gyorgy Feher *Anatomy Drawing School – Human, animal comparative anatomy*, Konemann, 2006

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

No. 1 is not applicable.

Please note that you will be marked specifically in relation to how much self-directed time, effort, and enthusiasm you put into your work. In addition this semester the mark awarded will also reflect your skill set.

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 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:

2. Knowledge and Understanding Skills

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 life drawing skills. You need to be able to demonstrate that you have applied appropriate techniques as indicated in the assignments such as (but not limited to) measuring, foreshortening, perspective, tone and exploratory mark making and in addition the application of other media you have practiced. These elements should also be investigated and explored in the content of your sketch book/visual-diary.

3. Cognitive and Intellectual Skills

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 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? 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 these challenges further in your sketch book/visual diary.

4. Practical Skills

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 life drawing and sketchbook work. 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

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:

Guidance specific to this assessment:

This refers to your ability to manage and organise your time effectively both within and outside of the life drawing sessions. Your work should clearly demonstrate that you are self-directed and you are organised well enough to allow time to experiment in your sketch book/visual diary. Your attendance, punctuality and the professional presentation of your work will contribute to this mark. Also, during critiques you will be expected to contribute as a supportive and constructive member of the group.



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		
N/A	0	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	40	
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 1 week late (40% Max)		
	Over 1 week late (0%)		

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 and unsubstantiated opinions. Ideas	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	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	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%
		sometimes illogical and contradictory.	with a little inconsistency / mis-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 individual 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.

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