

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MArts Fine Art – Studio Site and Context		
Module:	Visual Enquiry 1		
Module code:	M5X01608	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Prof Sue Williams	Internal Verifier:	Prof Tim Davies
Assignment Title:	THE FUTURE ALWAYS FLIES UNDER THE RADAR'	Word count (or equivalent):	2000 - 2500
Submission deadline:	11.01.2021	Return date of provisional marks & written feedback:	08.02.2021
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. Evidence a sustained awareness of visual language that informs the student's chosen discipline.
2. Display enhanced practical skills in student-selected mediums.
3. Develop enhanced concepts independently and through group discussions and collaborations.
4. Display an increasingly versatile and articulate visual vocabulary.

TASK DESCRIPTION

Peer-review

The Visual Enquiry Research is a platform for you to research collaborative concepts related to your practice. The purpose of the module is to help you to enhance, develop and reflect upon your own and your peers' research and to improve your critical and analytical skills.

Participation is compulsory and you are all required to present your collaborative concepts to the group.

Work Required

- Research giving evidence of your collaborative journey and research.
- Evidence of collaboration outcome. i.e. photos, videos, paintings etc.
- Critique and images of peer work.
- Written and visual evidence of your potential collaboration with chosen artists, either musicians, artists, poets or any other art form of your choice. This needs to be within and related to contemporary culture.
- Drawing will continue to be part of the module to keep up with the practice of working with various materials.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 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:

To further explore and develop the individual's awareness and responsiveness to visual and perceptual phenomena within the carapace of their chosen area of study. The continued emphasis is on the development of a sophisticated approach to observation and perception as an academic and intellectual discipline. There needs to be an avoidance of mass photocopying from the internet. There needs to be evidence of a critical awareness and good personal dialogue within the work

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

To engage the individual in a wider programme of personal skills development through appropriate studio based practice and research. Research the potential in 'collaboration' to expand and develop your research. This should include visual and contextual reference to artists/writers/composers/poets that relate in some way to a subject that you are researching. This should include reference to your own practice in relation to researched work, and analytical reflection.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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:

Explore the meaning of research – through looking at other art forms, contemporary artists and further developing a personal voice. This process needs to be established through taking risks within your work.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be 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:

Due to the nature of the module there will be a number of different skills developed and experienced allowing for a more mature response to different artistic languages. Drawing will be highlighted throughout in one way or another and a clearer understanding of collaboration where one needs to work with others and develop a two way discussion.

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

This module enables a more open-ended approach to other art forms where there will be other skill sets learnt. This does not mean there is any necessity to put these skill sets into your own practice but it offers a fresh and new dimension with which to launch ones response to dealing with working with others. Collaboration supports the ability to work and refer to another person. To collaborate one needs to compromise and be creative. This offers a vital life skill – working alongside others, compromise and create promising outcomes for all to benefit from

