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

**APPENDIX GA36a**

# LEVEL 4 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Student name:** | | **Student ID number:** | |
| **Programme:** | **BA/MDes Illustration** | | |
| **Module:** | **Visual Studies 1** | | |
| **Module code:** | **M4X01602** | **Contribution to Overall Module Assessment (%):** | **100%** |
| **Lecturer:** | **Tracy Thompson** | **Internal Verifier:** | **Delyth Lloyd-Evans** |
| **Assignment Title:** | **Visual Objective observation for Reportage illustration** | **Word count (or equivalent):** | |
| **Submission deadline:** | **Mon 4/01/21 3.00pm** | **Return date of provisional marks & written feedback:** | **No later than Mon 8/02/21** |
| **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.)<br>**Alternative submission method (if applicable):**<br>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.<br>**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** |
|---|
| 1. Cultivate and express perceptual inquisitiveness<br>2. Generate ideas through discussion with tutors and peer group |

# 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.

Observational drawing from life 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 is not just an accurate visual representation of an object/person, it is a process, an exploration and expression of mark making and recording. The whole point of this module is to hone your observational drawing techniques while simultaneously expanding your emotional mark making repertoire. This is vital for developing your skills as an illustrator in any genre.

**This 10 credit Module is split into two parts**;
**Part 1; Independent Learning;** 6 hours a week in your own time, 76 hours in total.
**Part 2; Scheduled learning**; 2 hours a week every Monday (excepting tutorial weeks), 24 hours in total
100 study hours for this module overall.
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. You may be asked to use specific equipment for some weeks. You will be informed of this a week before the session. Art work for this module is to be worked from life as direct observation.

## Part 1; Reportage project;

You will do a reportage project carried out in your own time utilising and practicing the drawing skills learnt during the semester.
**Independent Learning;** 6 hours a week in your own time, 76 hours in total (a more detailed brief for this project will be handed out on the 28th Sept 2020)

## Part 2; Weekly drawing assignments

You will be given core observational drawing exercises each week - practicing seeing and recording - very similar to practicing the scales in music.
**Scheduled learning**; 2 hours a week every Monday, 24 hours in total
(A brief will be sent out each Monday morning)

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 it on time. The work submitted each week I will file for final assessment.

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).

### 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. 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 and explore your limitations, play and have fun!

## Reportage project to be submitted at the end of the semester. Date for submission Monday 4th Jan 2021 3.00pm

- Photograph or scan your reportage work and assignment work 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 VS1
**Example:** JONES DORIS VS1

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 21st September 2020 | Level 4 Induction Week who are you brief |
| Week 2: Monday 28th September 2020 | Module brief handout, part 1; Reportage brief and intro/PowerPoint. |
| Week 3: Monday 5th October 2020 | Part 2 - 1st assignment; How much do we see-blind drawing |
| Week 4: Monday 12th October 2020 | Part 2 - 2nd assignment; Texture and touch |
| Week 5: Monday 19th October 2020 | Part 2 - 3rd assignment; Line and movement |
| Week 6: Monday 26th October 2020 | Part 2- 4th assignment; the space between |
| Week 7: Monday 2nd November 2020 | Formative Assessment- informal Feedback Tutorials. Via Teams in small groups. |
| Week 8: Monday 9th November 2020 | Formative Assessment- informal Feedback Tutorials. Via Teams in small groups. |
| Week 9: Monday 16th November 2020 | Part 2 - 5th assignment; Collage, composition and format |
| Week 10: Monday 23rd November 2020 | Part 2 – 6th assignment; Light and dark |
| Week 11: Monday 30th November 2020 | Part 2 - 7th assignment Atmospheric perspective and layering |
| Week 12: Wed 7th December 2020 | Part 2 – 8th assignment; colour |
| Christmas Break Mon 4th December-Friday 1st Jjanuary 2021 | |
| Week 13: Monday 4th January 2021 | ASSESMENT DEADLINE<br>Assessment hand in by 3.00pm |
| Week 14: Monday 11th January 2021 | Assessment |
| Week 15: Monday 18th January 2021 (Semester one finishes on Friday 22nd January | 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 skills but if effort is not evident you will loose 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 in your overall hours. Make the most of your research time. It is a great opportunity to look at other illustrators/artists work and read about their working practice. 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.Make sure you reference your research for your own sake to be able to refere 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 skills working from life. You need to be able to demonstrate that you have applied appropriate techniques as indicated in the assignments such as (but not limited to) expression, proportion composition, perspective, tone and exploratory mark making. These elements are to be investigated and explored in the context of your reportage project.*

**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 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 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 and reportage projects. 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.*

## 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 (3rd / Pass) | GOOD (2.2 / Pass) | VERY GOOD (2.1 / Merit) | EXCELLENT (1st / Distinction) | EXCEPTIONAL (1st / Distinction) |
|---|---|---|---|---|---|---|---|
| Category | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-84% | 85-100% |
| Engagement | Little or no | Poor | Engagement | Engagement | Engagement | Engagement | Exceptional |

| Level 4 | FAIL | MARGINAL FAIL | SATISFACTORY (3rd / Pass) | GOOD (2.2 / Pass) | VERY GOOD (2.1 / Merit) | EXCELLENT (1st / Distinction) | EXCEPTIONAL (1st / Distinction) |
|---|---|---|---|---|---|---|---|
| Category | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-84% | 85-100% |
| with literature (including reading, referencing, academic conventions and academic honesty) | evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent. | 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. | 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. | 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. | 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. | with an extensive range of relevant and credible literature. Consistently accurate application of referencing. | 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 sometimes illogical and contradictory. | 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-interpretation. | 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. |
| 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 | Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of | 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 | 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 | 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 | 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 | Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of |

| Level 4 | FAIL | MARGINAL FAIL | SATISFACTORY (3rd / Pass) | GOOD (2.2 / Pass) | VERY GOOD (2.1 / Merit) | EXCELLENT (1st / Distinction) | EXCEPTIONAL (1st / Distinction) |
|---|---|---|---|---|---|---|---|
| Category | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-84% | 85-100% |
| | problem-solving in particular contexts. | the application. Weak evidence of different approaches to problem-solving in particular contexts. | problems in particular contexts and propose basic alternative approaches or solutions though there may be errors. | problem-solving in particular contexts and proposes mostly appropriate solutions. | approaches to problem-solving in particular contexts and proposes appropriate solutions. | different approaches to problem-solving in particular contexts and proposes appropriate solutions. | 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. |

## Bibliography

### Books


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 reportage are listed on the reportage brief.


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

A list of websites has been listed on the reportage brief.

# 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)**<br>**Up to one week late(40%max)**<br>**Over one week late(0%)** | **%** |