



MCAST

Malta College of Arts, Science & Technology

MQF Level 6

Bachelor of Arts (Honours) in Fine Arts

AD6-02-19

Course Specification

Current Approved Programme Structure

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Total ECTS	180

Drawing 1 - Still Life and Landscape

Unit level (MQF): 6

Credits: 6

Unit Description

This unit provides learners with the opportunity to explore drawing concepts and techniques with the aim of encouraging the development of a personal visual language of drawing. Learners will start practicing observational drawing techniques and will explore aspects such as perspective, composition, and mark making. They will be required to draw from various subject matter and will be encouraged to experiment with approaches to drawing and the use of drawing media. The unit will cover some of the various uses of the medium: drawing as a way of exploring ideas and of gathering information about a subject; a means of producing preparatory work; a medium which may be used to produce finished works of art.

Learners should also complete a personal project and are therefore required to develop a personal approach to drawing via the completion of a coherent body of work. Learners will be required to set their own aims, to evolve a technical means to achieve them and to evaluate the success of their approach both during the project and after completion.

Learning outcomes

On completion of the unit students will be able to:

1. *Use a variety of drawing techniques and media in response to a given subject matter.*
2. *Produce landscape drawings showing effective use of linear perspective and aspects of composition.*
3. *Investigate a subject matter of own choice to develop an independent work of art.*
4. *Present own work for constructive criticism and evaluation by own self and peers.*

Painting 1

Unit level (MQF): 6

Credits: 6

Unit Description

This unit is primarily skills based supplemented with elements of visual and written research. Following a programme of practical hands on activity learners will develop their skills through investigation and practical exploration of oil painting materials, equipment and techniques. Teaching and learning will be focused on the process of oil painting and include formal elements of line, shape, colour and composition leading to a portfolio of exploratory works. Learners will demonstrate their learning in response to a given brief within the wider context of a Fine Art project. Contextual research will help the learner further demonstrate a deeper understanding of both the history and contemporary practice of oil painting evident in the form of written notes and selected images.

Learners will produce a portfolio of artworks together with written research as evidence to demonstrate their knowledge and skills for the unit. This understanding will then be contextualised within the context of a fine art project.

The unit is relevant to learners who wish to develop an understanding of how to create oil paintings within the context of a fine art practice. Although an introductory unit learners are recommended to have a foundation level of competency for fine art practice. Learners should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Use a range of oil painting methods, techniques, materials and equipment effectively.*
- 2. Manipulate colour in oil paintings.*
- 3. Use composition devices in oil painting to direct the visual experience.*
- 4. Create a painting or paintings that presents a personal response to contemporary painting.*

Sculpture 1

Unit level (MQF): 6

Credits: 6

Unit Description

This unit introduces learners to a broad range of sculptural processes such as building armatures, model making and techniques with plaster of Paris.

Learners will initially be introduced to 3D practitioners throughout history up to and including contemporary exemplars. Learners will then independently research their own exemplars of inspirational 3D practitioners and produce a critical evaluation of their findings. Sculptors who use model making or plaster of Paris in their works should be researched. A variety of research methods should be considered when researching: library, internet, DVD's. All work should be referenced.

Learners will next be introduced to a number of sculptural processes: building armatures and model making. Sculptural briefs will be handed to accompany the demonstrated processes. For each brief the learner will be expected to produce a quality product and should adhere to strict deadlines. Development of ideas and processes should ideally be recorded to aid knowledge retention and prove authenticity of ideas.

Health and safety should be of prime consideration and learners will be required to observe safe studio working practices at all times.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Research and critically appreciate 3D practitioners and their work throughout history.*
- 2. Design and construct an armature to a given brief following health and safety requirements.*
- 3. Create an accurate copy of a 3D form in clay.*
- 4. Produce a cast or mould to brief.*

Visual Communication

Unit level (MQF): 5

Credits: 6

Unit Description

The ability to communicate effectively through visual means is one of the basic skills for anyone working within the fields of both Fine Art and Game Design. This unit aims to give learners the opportunity to acquire knowledge and understanding of the way visual media and the formal visual elements of line, space, shape, form, colour, value and texture can be manipulated to communicate ideas. Learners are asked to apply their understanding to the creation of their own body of work, making use of a range of fine art media, and exploring material and formal properties.

In this unit, learners will not be given specific instruction in individual media as this will be provided in other units. Learners will develop the competence to generate, select and develop ideas as well as gaining understanding of the complex relationship between thinking and making.

The unit will culminate in a self-directed project where learners respond creatively to a given brief and will then have the opportunity to present it to an audience. Evaluation of the audience response and of the effectiveness of the work will form the last part of the unit.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Analyse works of art to identify mechanisms of visual communication.*
2. *Generate, select and develop ideas in response to a given brief.*
3. *Organise formal visual elements in own work to communicate ideas to an audience.*
4. *Manipulate media and materials in own work to communicate ideas to an audience.*

Contextual Studies in Fine Art

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is both theoretical and practical, in the form of learner centred personal illustrated/textual, oral/visual and written assignments. The main focus of this unit is in fact on learners adopting 'ownership' for their studies through the identification, development and presentation of their critical and contextual studies in a personally selected period of art history

The unit provides a timeline overview of the major periods in art history, including Prehistory, Antiquity, the Dark Ages, European revival, the Renaissance, Baroque, Neoclassicism, Romanticism, Modernism (modern art) Contemporary Art and Post-modernism and Modern/Contemporary Maltese art. Furthermore, these studies will be contextualised against the prevailing political, social, cultural philosophical and economic context of the periods. It also provides practical activities where learners select a period of art history, gather research, analyse the findings and structure their findings illustrated in logbooks. Learners will also prepare an oral and visual presentations as well as conduct a critical analysis of personal research findings in an accepted academic format and using accepted citation and referencing.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Research the timeline of the major periods in art history.*
2. *Record findings of own research on a selected major period of art history in a structured format.*
3. *Present own research findings to a selected audience.*
4. *Evaluate critically own research findings and present these findings in an accepted academic written format.*

Photography in Fine Art

Unit level (MQF): 5

Credits: 6

Unit Description

This is a practice-based unit which introduces learners to the way Fine Art informs and, is informed by, various aspects of photographic culture. The unit explores the way in which photography is, and has been used as a tool by artists, and the way these artistic uses of photography affect how we perceive photography and the world depicted through photographs. Students will complete the unit with an advanced understanding of Fine Art Photography as a genre.

The focus of discussion, while learners produce visual work, will be the way fine art photography uses and challenges the language of other forms of photography, and their reasons for doing this.

The projects which structure this unit, are intended to develop learner's ability to use photography to articulate imaginative, experimental and creative responses to their experience.

Practical and technical skills will be developed as learners use the facilities and attend the course and workshop inductions, though the emphasis of this unit is to extend learners practical and conceptual visual language.

The unit introduces, through seminar discussion and lectures, the ideas which underpin the work of contemporary artists who use photography, and learners will also be introduced to the developments in early photography which impacted on Fine Art practice. The ideas and opinions of artists, writers and curators, will be considered at the start of practical sessions, so that learner's practice has a theoretical framework.

Learners will also have opportunities to work and collaborate with their peers or classmates to discuss and test photographic approaches to their own work, in group tasks. Discussion groups and practical activities will enable learners to reflect on their ideas, and process them through their visual work. Short tasks, which are set throughout the unit, are intended to help learners to gradually develop their photographic language, and to accumulate the confidence to complete the assessed work.

Learners will explore the social and professional contexts of Fine Art practice through the production of site specific work.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Explain the way photographic language communicates meaning in historical and contemporary Fine Art contexts.*

2. *Use a range of photographic techniques in the production of photographic fine art work.*
3. *Propose solutions to refine visual language in Fine Art photography.*
4. *Produce resolved Fine Art photographic work that effectively communicates and contextualises an idea, sensation or concept.*

Drawing 2 - Anatomy

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is designed to help learners to develop their observational drawing skills and their ability to draw the figure. Learners will become familiar with analytical drawing techniques, anatomy, and the use of drawing media. They will also be encouraged to develop their knowledge on the work of other practitioners. The topics covered in this unit assume some prior experience of drawing from observation.

Upon completion of this unit learners will have a working knowledge of human anatomy and an ability to employ a number of analytical drawing techniques and exercises to enable them to describe what they see through the medium of drawing such as checking angles, vertical and horizontal alignment and measuring. Learners should feel confident in the use of a limited range of drawing media which are pencil, charcoal and ink. Learners will then acquire an understanding of the potential of each drawing media to record visual information. In addition, lectures and exposure to the work of other artists will help learners to develop an understanding of drawing methods and ways of depicting the figure.

During the unit learners will be encouraged to self-critique their work both during creation and after completion. The opportunity to do this will be provided in the form of one to one tuition, group tutorials and via the creation of a portfolio of work for assessment.

Learning outcomes

On completion of this unit students will be able to:

1. *Produce figure drawings using the knowledge gained of human anatomy from observation and illustrations.*
2. *Apply the rules of sight-size techniques and foreshortening to produce accurate drawings.*
3. *Produce portrait drawings using the knowledge gained of human anatomy from observation and illustrations.*
4. *Produce creative personal work which explores selected themes in relation to the human body.*

Digital Media in Fine Art

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has practical outcomes and it is intended to allow the learner to undertake personal research into digital media software/applications suitable for use by a fine artist. Experiment with the features of a range of software/applications and use selected applications to develop their own fine art work. It is a student-centred project-based unit in which tutors acting as mentor provide through seminars and one to one tutorials, support for individual learner's practical activities which will include the use of online resources for identification, analysis and evaluation. Learners will also complete introductory tutorials for a range of selected software, produce digital sketch experiments using selected software and record their activity in a digital sketchbook/e-portfolio/blog. Based upon their investigative, evaluative and online learning activities learners will; identify a suitable topic/theme for their fine art work using digital media, produce a range of creative concepts using digital media and complete digitally mediated fine art work in response to their chosen topic or theme. Finally, learners will, based upon a presentation of their digitally mediated fine artwork to a selected audience, evaluate the overall effectiveness of their artwork and the effectiveness of the software/applications they used.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Conduct personal research into digital media software and applications in a fine art context.*
2. *Experiment with a range of proprietary software and applications.*
3. *Use proprietary software and applications to develop a fine art work.*
4. *Present and evaluate a fine art work made using digital media.*

Multidisciplinary Storytelling & Narratives

Unit level (MQF): 5

Credits: 6

Unit Description

This unit considers the importance of narrative and storytelling in multimedia and art. Starting with an appreciation of traditional storytelling techniques, the unit content will go on to develop an understanding of how narrative techniques have developed over the years within literature, art, films and games. Narrative and interactive storytelling structures are now a key element in many art forms and media especially games and genres supporting player/viewer immersion.

The unit provides learners with the opportunity to develop knowledge and skills in storytelling and narrative structures and elements within contemporary media. This will involve critically analysing different approaches taken within a range of media. The unit will introduce learners to the creative process of writing a narrative brief for a short sequence and using this as a basis to develop a narrative sequence prototype supported by a portfolio of evidence including storyboards and flowcharts.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Describe the historical relevance of storytelling techniques and the effect narrative has on the viewer in multimedia and art.*
- 2. Identify narrative techniques, mechanics, structure and elements within a selection of media and interactive Story Telling techniques.*
- 3. Create a brief for a short narrative related to a medium of own choice.*
- 4. Produce a visual prototype of own created short narrative sequence brief, evaluating critically the narrative sequences and its structure.*

Critical Studies & Research Methods

Unit level (MQF): 5

Credits: 6

Unit Description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals. This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic.*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
4. *Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

Multimedia in Fine Art

Unit level (MQF): 5

Credits: 6

Unit Description

The unit has a practical outcome and it is intended to allow the learner to research, develop and apply theoretical and practical knowledge of multimedia in a fine art context. These contexts may be for example; lens based, time based/video, new media art, net art, digital culture, sound art, multimedia installation, the born digital audience and digital convergence.

This is a learner-centred project-based unit in which tutors acting as mentor provide through seminars and one to one tutorials, support for individual learner's practical activities in the development of a range of creative fine art multimedia concepts developed in response to a theme. The theme may be either; tutor devised, learner devised or generated from a live request for artistic submissions.

Through this unit learners will undertake research into multimedia fine art, artists and their techniques; develop a range of creative concepts for a multimedia artwork and produce and install their multimedia artwork in a fine art context. Finally, learners will present their artwork to a selected audience and evaluate their completed artwork.

Learning Outcomes

On completion of this unit students will be able to:

1. *Collect visual research related to multimedia fine art artists and their corresponding techniques.*
2. *Develop a range of creative concepts for a multimedia artwork in response to a selected or given theme.*
3. *Produce and install a multimedia artwork in a fine art context from a selected concept.*
4. *Present and evaluate a completed multimedia artwork.*

Painting 2

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is primarily skills based supplemented with elements of visual and written research. Practical hands on activity will allow learners to develop and demonstrate an understanding of figure and portraiture painting within the context of fine art practice. Teaching and learning will focus on different aspects of the traditional format relative to figure and portraiture including detail study, composition, rendering and critical appreciation leading to a portfolio of exploratory works. Learners will demonstrate their learning in response to a given brief within the wider context of a Fine Art project. Contextual research will help the learner further demonstrate a deeper understanding of both the history and contemporary practice of figure and portraiture painting evident within sketchbooks showing examples of experimental techniques, written notes and selected images.

Learners will produce a portfolio of artworks together with written research as evidence to demonstrate their knowledge and skills for the unit. This understanding will then be contextualised within the context of a fine art project.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify and investigate a range of figure and portraiture painting techniques and materials.*
2. *Practice with different figure and portraiture painting techniques to develop own skills.*
3. *Identify and analyse both the historical and contemporary contexts of figure and portraiture painting.*
4. *Present a portfolio of completed figure and portraiture paintings in response to a selected theme.*

Sculpture 2

Unit level (MQF): 5

Credits: 6

Unit Description

This Unit introduces learners to a broad range of sculptural processes which are additive, subtractive and casting. Learners will initially be introduced to 3D designers throughout history up to and including contemporary exemplars. Learners should then independently research their own exemplars of 3D designers and produce a critical evaluation of their findings. Designers who practice in casting, additive and subtractive sculpture should be researched

Learners will also be introduced to each sculpting process mentioned above and each process will be demonstrated to the learners. Sculptural briefs will then be handed out for each of the demonstrated processes.

For each task the learner will be expected to produce a quality art piece and should adhere to strict deadlines. Development of ideas and processes should be recorded to aid retained knowledge and prove authenticity of ideas.

Health and safety should be of prime consideration and learners will be required to observe rigorous safe studio working practices at all times.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Research 3D designers throughout history and critically appreciate their work.*
- 2. Produce a copy of objects by means of subtractive and additive sculpturing processes.*
- 3. Create a mould using the appropriate material for the task at hand.*
- 4. Produce a successful cast to a brief following health and safety regulations.*

Specialist Studio Practice 1

Unit level (MQF): 5

Credits: 6

Unit Description

This Specialist Studio Practice 1 unit will enable the learners to build upon skills developed in previous practical and theoretical units and apply them to their own emerging independent practice.

In this unit learners will work toward a specialist area of Fine Art in which they have shown interest and proficiency. The unit will enable the learners to understand and evaluate their suitability for the specialism with support from the lectures. This process will also determine the specialism in which learners will work within in the Level 6 Unit Specialist Studio Practice 2.

While a degree of interdisciplinary and inter-media practice is desirable and inevitable, the aim of the specialist units is to provide a practical focus for the learners. Thus, this unit forms a bridge between the more directed projects of previous units, and subsequent projects, which nurture a greater degree of artistic independence. Learners will be guided during the unit towards greater autonomy, and responsibility for their own creative decision-making. They will be working independently to develop their practice in the studio and workshops, and communicating their progress in tutorials and critiques.

The unit provides an opportunity for learners to concentrate on using formal skills and techniques to explore and communicate aspects of their own experience. Here the emphasis is on developing learner understanding of the relationship between form and content as well the way certain formal decisions affect their aesthetic language.

Finally, in this unit learners will be produce a contemporary relevant resolved work as well as the relevant documentation pertaining to their work. In the end learners will evaluate critically their own work and that of peers in an articulate informed manner.

Learning Outcomes

On completion of this unit the student will:

- 1. Identify a complex subject that has potential for sustained personal investigation.*
- 2. Solve problems that arise in studio related practices and refine personal aesthetic language independently.*
- 3. Produce and document contemporary relevant resolved work.*
- 4. Evaluate critically own work and that of peers in an articulate informed manner.*

Developing 3D Language

Unit level (MQF): 5

Credits: 6

Unit Description

The aim of this unit is to develop 3D language skills through the creation of a site specific sculpture or installation. The choice of media, properties and techniques will be decided and justified by the learner, and presented (when possible) in finished 3D format. This work will also be supported by verbal dialogue with tutors and peers, through seminar presentations throughout the project, along with further written work documenting the creative process. In addition, drawings (and 3D scaled models if appropriate) will be produced.

Consideration should be given to the use of space around the work, and successful completion of this unit will include either assembly of a site specific piece of work, or a formal presentation outlining how this would be achieved if completion of the project proves to be too time consuming.

Overall, the unit provides learners with the opportunity to develop their 3D language skills by working through the creative process with the intention to produce a sculpture or installation. This process also addresses issues relevant to the professional artist such as contractual agreements and costing, health and safety, public liability and insurance.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Develop a concept from the given theme.*
2. *Prepare a detailed presentation of the concept to stakeholders.*
3. *Create a sculpture or an installation according to chosen concept using the suitable media, properties and techniques.*
4. *Assemble site specific work within set parameters.*

Fine Art Practical Project

Unit level (MQF): 5

Credits: 6

Unit Description

This unit has a practical outcome and it is intended to allow the learner to research, develop and present fine art work through a practical project. The unit requires learners to meet the requirements of a given brief which has been arranged and approved by the Institute, drawn from a live 'call', competition or client led commission, with its emphasis placed upon reflecting the 'real life' working practices and conditions of the fine art practitioner. The unit provides through lecture and exposition, an overview of the given project brief/theme, the depth and breadth of the study and assessment requirements. This unit also contextualises the learner's artistic development and the significance of adopting a contemporary artistic methodology. This predominantly practical unit is intended to be undertaken in a studio context. Learners will negotiate and agree project terms and conditions (including deadlines, deliverables, possible sales, acquisitions etc.) They will interpret the brief or theme through the collection and annotation of contextual and visual research materials. Learners will prepare and present to a client a project proposal (developed from a range of artistic concepts) to a professional standard. Through the evaluative conclusion to the unit, learners will prepare professional documentation for the project (including on-site installation / exhibition of art-work and promotional/dissemination materials as required). It is intended that this learning experience may be undertaken by a range of fine art disciplines; for example, traditional, digital, mixed media, two dimensional or three dimensional. In this studio-based unit learners are supported by tutors, acting as mentors through studio sessions and one-to-one tutorial support, in their individual practical activities in the development of their responses to the brief/theme.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Collect and annotate contextual and visual research in response to a given fine art brief or theme.*
2. *Present a range of practical fine art concepts as a proposal to a client*
3. *Produce resolved artwork for the client according to the selected concept.*
4. *Conclude own artwork up to professional standards to deliver to the client*

Contemporary Drawing Applications

Unit level (MQF): 5

Credits: 6

Unit Description

This unit introduces the learners to contemporary drawing in a fine art context and it aims to offer an expansive field for imaginative elaboration. Learners will understand that contemporary drawing practices can become quite complex and this unit will expose them to situations where they are able to understand and work on different contemporary drawing applications to use in their artistic practice. Through the content covered, they will be challenged to extend and expand their understanding of drawing and also as a construction of personal, alternative, conceptual and a means of generating ideas and visually articulating thought.

This unit will not only focus to encourage the learners to develop their own visual language as a stimulus for creative thought but also as a means to develop greater visual literacy. Through a personal project, the learners are encouraged to take risks and stretch their perceptions of the drawing medium beyond conventional bounds to be able to translate these experiences into unique and unpredictable expressive works.

Finally, the unit employs self-assessment as an important tool for growth where the learners will learn to reflect on being appreciative of new developed knowledge, to be critical and also expressive towards skills needed to engage with contemporary drawing.

Learning Outcomes

On completion of the unit students will be able to:

- 1. Outline the scope, diversity and forms of contemporary drawing approaches in today's world.*
- 2. Use contemporary drawing applications as a means of generating ideas and visually articulating thought.*
- 3. Produce a personal project that uses the language of drawing beyond conventional bounds.*
- 4. Present a critical evaluation of own project giving importance to critical, appreciative, and expressive skills needed in contemporary drawing practice.*

Fine Art Printing Techniques

Unit level (MQF): 5

Credits: 6

Unit Description

This is a knowledge and skills based unit that introduces learners to experiments in composition and applied printmaking techniques which will lead to the production of an artists' book. Learners will initially begin by selecting a theme from a given brief. In response to their chosen theme learners should gather and annotate source material that will inspire them in forthcoming projects.

An introduction to compositional techniques supported by visual exemplars will lead to learners creating their own experimental compositions in response to their chosen theme. In addition to this, a wide range of printmaking techniques will be demonstrated. Learners should replicate each process producing quality experimental works to their chosen theme. All works produced must be critically evaluated by the learners.

Learners will also be introduced to practitioners who make artists books. This will be supported with practical demonstrations and visual exemplars of the work of past learners. Simple book binding techniques, historic and contemporary will be explored. Learners will then devise and construct their own artists book to their chosen theme.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Identify a complex area of interest to explore visually with the intention of printing.*
- 2. Produce experiments in composition based on the selected theme.*
- 3. Produce well researched and thoughtful experiments using a range of printmaking techniques.*
- 4. Produce an artist's book according to the chosen theme.*

Specialist Studio Practice 2

Unit level (MQF): 6

Credits: 6

Unit Description

The unit Specialist Studio Practice 2 ties us with the unit Specialist Studio Practice 1 which is delivered at Level 5. In Specialist Studio Practice 1 learners had the opportunity to work within different areas of Fine Arts such as Sculpture, Photography and many others. Then the learners had the opportunity to refine their aesthetic language as well as look at their work and identify the individual contemporary artistic preoccupations independently, hence determine the artistic area that is on most interest to them individually.

On the other hand, in this unit the learners will choose a medium/material that best suits the aesthetic language developed in Specialist Studio Practice 1, and study this medium in detail. After the learners identify the medium they will be working with throughout this unit, they need to conduct research on artists that have used this medium to understand the creative ways in which this medium can be used and applied. The learners will then start understanding the properties and characteristics of the chosen medium and carry out experimental pieces using the medium according to the theme assigned to them. The experimental pieces need to relate to their intended final work which must reflect the given theme.

At the end of the unit, learners are expected to develop a final work which is of high standard and which effectively reflects the given theme. With their final work learners need to submit the sketches and preparatory work carried out during the creation of the final work to show evidence of the process and the thought behind it. Finally, learners will compare their own finished work to other practicing artists using the same medium for contextualization, continuous improvement and for critical evaluation of their work and that of peers.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Choose a medium to work with and compare chosen medium to previous specialist studio practice work.*
2. *Create a body of work to experiment with the chosen medium to understand its properties and characteristics.*
3. *Use the chosen medium to develop work that responds to the given theme.*
4. *Compare own finished work to other practicing artists using the same medium.*

Personal Style and Self-Promotion in Fine Art

Unit level (MQF): 6

Credits: 6

Unit Description

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore the concept of sharing and promoting their work through portfolios and other self-promotional tools, both physical and online. Learners will explore different ways of creating such self-promotional material, experiment with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit compliments the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to showcase and present their work in a contemporary context, which leads directly to working as practicing artists. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style, and also to reach different audiences.

By the end of this unit, learners would have produced a portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

Learning Outcomes

On completion of this unit a learner will be able to:

1. *Collect research on the different tools used by an artist to operate for self-promotion purposes and determine own identity and personal visual style.*
2. *Build an online identity for self-promotion through blogs and social media.*
3. *Compile a professional portfolio of work up to professional standards showing clearly own personal style.*
4. *Produce a self-promotional tool which allows for easy distribution and self-promotion.*

Art Theory and Criticism

Unit level (MQF): 6

Credits: 6

Unit Description

This unit is focused on art theory, philosophy and criticism in relation to the art world and its practices. Philosophy and theory are essential for the development of the mature artist. The purpose of the first part of this unit is to provide the learners with a wide spectrum of thinkers who contributed to the development of thought, primarily in the field of art and other related areas that is philosophy of politics, sociology and linguistics amongst others.

Learners will be exposed to early philosophers which are the basis of western thought and then move on to get a general overview of the major contemporary philosophers and theorists. When one looks at aesthetics one can note that it is a branch of art philosophy that developed its own niche in which questions such as; 'What is Art?', 'Can art be immoral?' 'Is beauty essential in art?' started to be tackled more seriously. Different ideologies contributed to the vast interpretations given to these questions. Historical / Political events as well as technological innovation had an impact on the development of the arts.

The second part of this unit will deal with the critical elements, not only on a theoretical level but on a practical level. A brief history of the most important art critics should be given to the learners and in addition to this they will acquire the necessary writing skills to be able to write critically about art in the appropriate style and manner.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Compare and contrast the historical development of the major philosophical movements and schools that influenced the world of art.*
2. *Analyse and discuss the key philosophical figures and their theories of art from the development of the 20th and 21st century.*
3. *Compile relevant research findings to be able to write a critical analysis of the chosen fine art works/writing.*
4. *Criticise the chosen contemporary fine art work/writing using the appropriate style and format.*

Exhibition and Curation

Unit level (MQF): 6

Credits: 6

Unit Description

The unit builds on the Fine Art specialism units which consolidate learner's practical and conceptual skills, and provides learners with new skills in the dissemination of their practice. The unit provides practical guidance relating to the curation, display, and exhibition and publicising work.

The unit encourages learners to think in creative ways about what might constitute "exhibition" and "curation", and to consider strategies which open up the definitions of these activities. The online presence of the exhibition may also be considered, and tutors might advise learners about other activities which could augment the content of art work, attract audiences and generate publicity.

The practical aspect of the unit guides learners through the processes involved in creating or modifying exhibition spaces, hanging and installing art-work. The contextual aspect examines significant curatorial strategies and exhibition events, as a means of informing learners about historical and contemporary practices. This may be supplemented by workshops which aim to develop the writing skills of learners so that writing is adapted to publicity, exhibition texts, and the web presence of the exhibition.

The unit has potential collaborative elements in which learners work as project teams to modify existing spaces to accommodate the exhibition, identify potential audiences and develop strategies for costing, fund raising and equipping the exhibition. In addition, learners will receive emphasis on the organisation and scheduling of group and individual tutorials, group presentations and contextualising talks which provide triggers for learners' discussion of exhibition and curatorial strategies.

As a means of focusing their activity in the unit, learners may be asked to develop an exhibition proposal, which sets out: their aims, a timetable for their practical activity, a list of resources they may need, ideas for generating publicity and interest and appropriate ways of displaying and contextualising their work. Evidence of learners developing ideas may be presented in a project portfolio which contains evidence of organisational activity toward an exhibition in the form of planning notes, meeting records, reflective writing which gauges audience reaction to the exhibition.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Collaborate and negotiate with own peers to develop a proposal for the end of year exhibition.*
2. *Create a curatorial plan to make the best use of the space available for the exhibition.*
3. *Prepare the allocated exhibition space and install own work within such space.*
4. *Present own work to the different audiences attending the exhibition ensuring to cater for the specific audience.*

Law and Ethics

Unit level (MQF): 6

Credits: 6

Unit Description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like “rule of law”, “right” and “source”.

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this learner will have the occasion to approach ethics. They will work on some ethical concepts like “good” and “bad”, “right” and “wrong” as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues. Moreover, learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts.*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media.*
4. *Choose which ethical approach to use in relation to own creative media area.*

Developing Artistic Identity

Unit level (MQF): 6

Credits: 6

Unit Description

This is a practical unit directed to build a learners' practical and conceptual skills and provide them with practical experience and raw practice. The aim of this unit is to give free space to the learners to develop their own artistic language and identity within the context of fine art practice.

Even though this unit can be interpreted as self-directed study there will be an important theoretical input. Learners will be guided to create and develop original body of artworks which reflect on their chosen subject and artistic language. Learners will have the opportunity to identify the subject- matter they want to investigate. As well as select a theme that as artists they feel intrigued and interested to explore it. Through this learner will discover and develop their artistic identity using appropriate fine arts media which will express at very best their message to the viewer and will convey the most of their artistic language.

The learners will provide evidence of sustained investigation that reflects genuine personal involvement by keeping a log book where they will gather together a rich source of influences-personal photographs, articles or images that are of any significance to the development of their own work. Keeping a log of one's own development has a number of benefits such as self- discipline, depository of ideas and memories, reflection and elaborations and time management.

At the end of the unit learners will have the opportunity to present and evaluate their own work within a group and well as reflect critically on the process they followed as well as the final outcome. Learners will also justify their choice of project and medium as well as explain how this has helped in understanding, developing and realising their artist identity.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Identify the subject matter which best reflects own artistic vision and influences own identity as an artist.*
- 2. Select the medium/media which best reflects own artistic identity and the subject matter chosen.*
- 3. Produce own self -initiated project according to time frames, budgets, subject matter and identified deadlines.*
- 4. Present own work and identified artist identity to an audience for feedback and constructive criticism.*

Politics and Art in Context

Unit level (MQF): 5

Credits: 6

Unit Description

This unit is focused on the interrelationships between politics and arts and the theoretical and practical elements. It is widely acknowledged, especially in the contemporary globalised world, that politics and art are interrelated. This subject is highly relevant in the present world in which conflict seems to be the order of the day.

Today's artists need to be aware of the huge impact that Modernism and Postmodernism have had on the artists' practice. In the last 120 years' art become activist more than ever. Representing tragedy, political objectives or moral dogma through static painting or sculpture was not enough. The artists had to evolve to survive in the new world and consequently embrace the new tools and methods in addressing an issue.

The unit seeks to trace these developments in the art world, focusing on political upheaval, theoretical/philosophical influences and the art works in their varied forms created by artists in different decades up to the present days. The first part of the unit will strength the learners' ability to understand the strength of the artist as an agent of social change and improvement. Learners will become familiar with topics ranging from: Minimal & Conceptual Art; land Art; Arte Povera; Installation; Post-Modernism; Perestroika Art; Racial Minorities; Feminist & LGBT QI movements; Macro-Politics, Globalization, War zones, Peace, Gentrification, local politics etc.

The second part of the unit will give the learners the ability to take active part, reflect, discuss and react to the theoretical elements tackled in the first part of this unit. The learners will be guided to investigate new media, such as film, sound, broadcasting, internet, websites, programming (viruses, bugs, malware), social media (Facebook, LinkedIn, Instagram, Tumbler etc), light as tools in the hand of the artist. A Facebook page in the hand of an artist can be as powerful as an entire army of soldiers.

At the end of the unit the learners will develop a project that brings in their own reactions, concerns and conclusions about topics based on the philosophical or political context. In addition, they will apply the newly achieved technical practical abilities to create a final art work.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Determine the key relationships between art and politics and their attitude towards many aspects in the present society.*
2. *Discuss the Modern and Postmodern movements and their dialectic styles and influence on the art world.*
3. *Experiment with the basic functions of new media to express a socio-politically active position through own art.*
4. *Produce an art work or a creative art project related to a chosen topic/view using new media identified.*