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Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.....(date)

MODULE SPECIFICATION

1. **Title of the module**
Art and Design
2. **School or partner institution which will be responsible for management of the module**
Pearson College London / Escape Studios
3. **Start date of the module**
September 2019
4. **The number of students expected to take the module**
c. 60 students
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
N/A
6. **The level of the module**
Level 7
7. **The number of credits and the ECTS value which the module represents**
30 credits (15 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
1 (Autumn) and 2 (Summer)
9. **Prerequisite and co-requisite modules**
Co-requisites: *Craft, Business, Process*

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10. The programmes of study to which the module contributes

MArt Art of Video Games

MArt Art of Computer Animation

MArt Art of Visual Effects

11. The intended subject specific learning outcomes

On successful completion of this module, students will have Knowledge & Understanding (K) of...

1. Emerging and future trends and issues in art, design and innovation in the creative industries and their context in current practice
2. New creative theories, processes and approaches for the creative industries

On successful completion of this module, students will have Intellectual Skills (I) in...

1. Evaluating innovative creative solutions in the absence of complete information and under changing conditions
2. Challenging established creative practice through critical reflection and experimentation

On successful completion of this module, students will have Subject Specific Skills (S) in...

1. Creating innovative art and design work
2. Understanding and discussing ethical issues related to the creative process

12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable Skills (T) in...

1. Designing, planning and delivering a project that delivers an innovative solution and adapts to varying constraints and requirements
2. Engaging and including peers and the wider community of practice into the creative process to advance art and design in the context of their discipline
3. Communicating complex art and design concepts for a variety of audiences

13. A synopsis of the curriculum

This module is all about making beautiful products and services that are functional and have a strong brand identity. The modern world is visual and tactile. We interact with products, services, and other people through digital user interfaces, and we consume visual content that has been carefully crafted with state-of-the-art digital tools.

The things that we make have to be beautiful and usable. It's no longer enough to create something that is purely functional. Design-led companies like Apple and Spotify are the commercial and creative titans of this new industry. They focus on the look and feel, but also on the delightful experience of using their products.

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In this module students will be expected to present aesthetically pleasing, intuitively designed, well branded products and services that meet their business goals.

Through inspirational lectures and seminars, and weeks of experimentation, success, and failure, students and teams will learn how to make complex and innovative beautiful products and services that are functional and have a strong brand identity

Keywords: Art, design, trends, strategy, visual, interactive

Outline syllabus:

- Art and creative direction
- Design theories and methods
- Branding and brand strategy

14. Indicative Reading List

Essential

- *Hegarty on Creativity: There are No Rules*, John Hegarty, Thames and Hudson Ltd (2014)
- *The Brand Gap: How to Bridge the Distance Between Business Strategy and Design*, Marty Neumeier, New Riders (2005)
- *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*, Tim Brown, HarperBusiness (2009)

Recommended

- *This is Service Design Thinking.: Basics - Tools - Cases*, Marc Stickdorn, Bis Publishers (2014)

Electronic

- <http://www.underconsideration.com/brandnew/>
- <http://www.wired.com/category/design>
- <http://designtaxi.com/>
- <http://www.brainpickings.org/>
- <http://www.dezeen.com/>
- <http://boxesandarrows.com/about-boxes-and-arrows/>
- <http://www.core77.com/>
- <http://monocle.com/>
- <http://www.coolhunting.com/>

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Learning and teaching takes place through four key modes of delivery. These provide a blend of technical skills training, exploration of theory and praxis, application in the studio, and self-

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directed study and development time. The balance differs depending on the type of module. This module takes place almost exclusively in a studio environment. Knowledge, skills and understanding are supported by skills sessions, and advanced through practice-based learning, experimentation and reflection.

Skills Sessions	c. 20 hrs
Tutorials	c. 0 hrs
Studio Time	c. 280 hrs
Self-Directed	c. 0 hrs
Total	300 hours

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during Skills Sessions.

This module is delivered across the whole stage, fully integrated into each of the four phases. Given the integrated nature of the phases and modules, students have feedback and assessment points in each of the four core modules at the end of each phase (explore, ideate, accelerate, incubate).

Assignment 1: Explore (25%)

The assessment will test Learning Outcomes K1, K2, S2, T1, T3

As a group, students produce and present research and initial proposals for the project at a Studio Crit. This must include detailed research into the aesthetic aspects setting the work in context of the current state-of-the-art in design theory and practice for the chosen field, along with extensive evaluation of visual alternatives.

Assignment 2: Ideate (25%)

The assessment will test Learning Outcomes I1, I2, T1, T3

The groups produce and present a full proposal for the next stage of development in several 1-on-1 Crits to tutors, industry, and peers, including a complete design covering the visual aspects of the projects and the look and feel as appropriate to the nature of the project, including details of the how this will be achieved.

Assignment 3: Accelerate (25%)

The assessment will test Learning Outcomes I2, S1, T1, T3

In their teams, students present the current state of the project at a Panel Crit, including evaluations and justifications for adaptations and revisions relative to the original proposal, together with a full set of recommendations for the next phase.

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Assignment 4: Incubate (25%)

The assessment will test Learning Outcomes S1, S2, T1, T2, T3

Students present their final project outcome in the context of art & design. They will demonstrate how they have met each of the learning outcomes required and offer proposals for how the design may be developed further.

17. Implications for learning resources, including staff, library, IT and space

No implications.

18. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) or Centre(s) where module will be delivered:

Pearson College London / Escape Studios

20. Partner College/Validated Institution:

Pearson College London / Escape Studios

21. University School responsible for the programme:

School of Engineering and Digital Arts