



Dartington

Arts School



UNIVERSITY OF
PLYMOUTH

4 Module Guide

Themes in Residency
SCH5457

MA/PGDip/PGCert Arts & Place

Module Leader: **Dr Tine Bech**
Other Module Staff: **Dr Jo Joelson**

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Welcome and Introduction

Welcome to the **Themes in Residency** (SCH5457) module.

The **Themes in Residency** module explores the development of arts practice in response to themed residency contexts through fieldwork with a residency host and the development of a project. It allows students to make work in response to key issues such as social justice, climate change, the role of cultural workers in contemporary society and well-being.

This module will explore development of arts practice in themed residency contexts, through fieldwork at one of the host partners. For example, fieldwork in locale might focus on developing a residency project proposal on one of the themes of wellbeing, impacts of climate change such as flooding, art and astronomy. The module offers an opportunity to deepen collaboration, explore forms of collaborative interdisciplinary engagement, offer value to the host, contribute to a network of learning about complexity and grand challenges. The hosts will provide an orientation and introduction to the context and give feedback on the final proposals developed. Working in collaboration with peers and with support from your tutor you will develop a residency project. You will write a 500-word critical account of the project development process and outcomes and your role within it.

This module also includes development of professional practice skills, which continues throughout the course. These skills include understanding contracts and briefs, writing proposals, gaining funding, pitching ideas, giving presentations, blogging, developing workshop and facilitation skills, enhancing time management and project management skills.

Teaching and Assessment Team



Programme Leader: **Dr Jo Joelson**

Jo.Joelson@dartington.org

Module Tutor: **Dr Jo Joelson**



Module Leader: **Dr Tine Bech**

Tine.Bech@dartington.org

Personal Tutors: **Dr Tine Bech** and **Dr Jo Joelson**

Module Moderators: **Dr Tracey Warr**, Head of Research, Dartington Arts School

Module Aims

- a) To critically engage with the development of arts practice in themed residency contexts
- b) To develop a themed project proposal
- c) To develop research, critical reading and writing skills
- d) To develop creative work in response to place.
- e) To develop professional practice skills.
- f) To develop collaborative working skills.

Module Assessed Learning Outcomes

Assessed Module Learning Outcomes
1. Critically reflect on the development of arts practice in themed residency contexts.
2. Articulate an understanding of the relationship between place and practice, in response to a particular theme.
3. Demonstrate the ability to engage with a themed residency site through fieldwork.
4. Demonstrate desk research and critical writing skills.
5. Show a capacity to develop a themed residency project proposal.
6. Demonstrate the ability to engage with peers in collaborative practice.
7. Evidence the development of professional practice skills.

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	8	2 x face to face and 2 x online lectures delivering the module introduction and critical presentations on the module topic and materials
Professional practice workshops	8	Online workshop on professional practice skills
Supervised time in studio/ workshop	6	Developing the residency project
Seminars	12	2 x face to face and 4 online
Fieldwork	30	Guided fieldwork at the host location over 10 days
Tutorials	1	Online tutorial
Guided independent study	235	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Note that there are amendments to this module teaching delivery and assessments in this academic year due to the coronavirus crisis. The module style is blended learning which is delivered partially online. Students are responsible for ensuring that you have the necessary computer equipment, software and wifi signal to participate fully online.

Scheme of Work

All times given are UK timezone. All sessions for this module are either onsite at Dartington or online. Where no time is given, you can work through the tasks at your own pace.

SEE MODULE TIMETABLE

***Individual tutorial time slots can be booked with your individual tutor.**

Whilst we will always do our best to avoid any timetable changes, the schedule may be subject to change due to unforeseen events such as staff illness.

The Programme Handbook is available at:

<https://www.dartington.org/about/learning/resources-for-students/>

A copy of this Module Handbook is available online on the Oral Thought DLE site. Online teaching is delivered via the University of Plymouth DLE.

University of Plymouth Library:

<https://www.plymouth.ac.uk/student-life/your-studies/library>

You will receive a Dartington Library card and introduction in Module 1.

The Module Assessment Feedback Form is on the Arts & Place DLE site.

This module will be assessed by: **Dr Tine Bech and Dr Jo Joelson**

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Coursework	100%	Public exhibition of work in progress residency project in situ or at Dartington accompanied by a 500-word critical reflection	All

ASSIGNMENTS

Public exhibition of residency project work in progress in situ accompanied by a 500-word critical reflection.

CREATIVE WORK

Your creative work in progress is assessed in the presentation at the host residency and feedback session (see Module Timetable for dates).

Assignment Deadline is 5pm Thurs 16 September

Your written assignment should be uploaded to the DLE.

Marks (provisional until confirmed by a Subject Assessment Panel) and feedback are available to you 20 days after submission on the DLE.

Marking Rubric for SCH5454 – Themes in Residency

LO1: Critically reflect on the development of arts practice in themed residency contexts.			
LO2: Articulate an understanding of the relationship between place and practice, in response to a particular theme.			
LO3: Demonstrate the ability to engage with a themed residency site through fieldwork.			
LO4: Demonstrate desk research and critical writing skills.			
LO5: Show a capacity to develop a themed residency project proposal.			
LO6: Demonstrate the ability to engage with peers in collaborative practice.			
LO7: Evidence the development of professional practice skills.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding.	Demonstrates partial understanding, and engagement with the areas of the learning outcomes.	Demonstrates a sound understanding and engagement with the areas of the learning outcomes.	Demonstrates excellent critical understanding and engagement, drawing from relevant discourses.

Late Work / Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark 50%.
- Work submitted 24 hours after the deadline will receive a mark of zero.

Please notify the programme & module leader of any extenuating circumstances as soon as possible.

Sources of Guidance and Support

You will be assigned and meet your personal tutor in Welcome Week and towards the end of Term 1. Please do contact them in the first instance if you have any concerns and worries both of an academic or personal nature and they will be able to assist you with academic concerns and direct you to support for other issues.

The Student Support Officer is **Oona Wagstaff**

oonawagstaff@dartington.org

Please notify the programme and module leader of any modified assessment provision required as soon as possible.

Referencing Protocols and Academic Offences

Dartington Arts School uses the Harvard referencing system. Guidance is on the DLE.

When writing a report, case study, essay or dissertation you are expected to fully reference the materials you have used. It should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

Reading List; Recommended Texts/Support Materials

KEY TEXTS

Curtis, Rees, White, Ball (eds.) (2011) *Expanded Cinema: Art, Performance, Film*. London: Tate Publishing.

Fisher, E. Fortnum, R. (2013) *On Not Knowing: How Artists Think*. London: Black Dog Publishing.

Huntsman, P. (2016) *Thinking About Art. A Thematic Guide to Art History*. West Sussex: Association of Art Historians.

Pesce, M. (2000) *The Playful World*. New York: Balantine Publishing.

Salen and Zimmerman (ed.) *The Game Design Reader: A Rules of Play Anthology*. Cambridge MASS: MIT Press.

Schechner, R.(2006) *Performance Studies*. (2nd Ed) New York: Routledge.

Perry, G and Wood, P. (2004) *Themes in Contemporary Art*. London and New Haven: Yale university Press.

Turner, V. (1982) ***From Ritual to Theatre***. New York: PAJ Publications.

Zolberg, V. Cherbo, J. M.(1997) ***Outsider Art: Contesting Boundaries in Contemporary Culture***. Cambridge Cultural Social Studies.

RECOMMENDED READING

Elwes, C. (2015) ***Installation and the Moving Image***. New York: Columbia University Press.

Russell, C. (2011) ***Groundwaters: A Century of Art by Self-Taught and Outsider Artists. London***. Munich. New York: Prestel.

Module Feedback

We value what our students say; you share your feedback, we act upon it.

Part of the feedback process includes Module Evaluation.

The Module Evaluation Form is on the DLE.