

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

| | |
|------------------------------------|---|
| Academic School/Department: | Communications, Arts and Social Sciences |
| Programme: | MA in Visual Arts Management and Curating |
| Level: | 7 |
| Course Title: | Art Education and the Gallery |
| Course Code: | VAM 7105 |
| Course Leader: | Dr Nicola Mann |
| Student Engagement Hours: | 200 |
| Seminars: | 39 |
| Tutorials: | 6 |
| Independent / Guided Learning : | 155 |
| Semester: | SPRING |
| Credits: | 20 UK CATS credits 10 ECTS credits 4 US credits |

Course/Course Description:

Engages students with current discourse on the educative, social and regenerative potential of the arts, and how these potentials are activated in museum programming and public policy. Students will explore the practical application of learning theories in the gallery; access, outreach and audience development in the museum and case studies of the success and failure of the arts as instruments of urban renewal, both through capital projects and community engagement. As well as studying local and international contexts, the course will draw upon case examples of regional museums and galleries in the UK.

Pre-requisites and/or Co-requisites: MA Visual Arts Management and Curating students only

Aims and Objectives:

- To introduce students to current discourse on the educative, social and regenerative potential of the arts
- To explore theories and methodologies for learning in the gallery
- To examine issues of access and outreach
- To consider the arts in relation to community engagement and social inclusion
- To engage critically with texts and objects
- To develop students' visual literacy including formal analysis

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes:

A3, A5, B1, B2, B4, B5

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

- critically analyse the display of art in museums and galleries
- provide a systematic and critically engaged approach to arts education, and the implications of this for social inclusion
- demonstrate critically engaged visual literacy including formal analysis
- show systematic, critical engagement with texts and objects
- show excellent writing skills including logical and structured narratives and arguments supported by relevant primary and secondary evidence
- demonstrate professional presentation skills including verbal visual analysis, communicated clearly to specialist and non-specialist audiences

Indicative Content:

- theories of learning in the gallery
- the artist as educator
- access and outreach
- art institutions and community engagement
- cultural diversity and the arts
- critical engagement with texts and objects

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

| FHEQ level | Richmond/UK Level | Normal Number of Items | Total assessment |
|-------------------|--------------------------|-------------------------------|---------------------------------------|
| LEVEL 7 | R500/UK MA | 2-3 | 2000-3000 words with project research |

In order to meet the learning outcomes you will complete two written assignments and one oral presentation. The first written assignment is the 'Learning Resources Pack' The second assignment is an extended the 'Extended Research Essay.' You will also be asked to present on the topic of your 'Extended Research Essay.'

Your work on this course will be assessed through a variety of ways using both formative and summative approaches. With formative approaches you will receive crucial feedback, which does not contribute to the calculation of your final grade but is intended to help you improve your overall approach to your learning and enable you to achieve better results. With summative approaches the feedback you receive will be woven into the process that makes up your final grade. The formative assessment approaches used include class discussion. The summative

assessment approaches used include class discussion regarding very specific matters to do with the readings and any set assignments. In addition to this there will be written work in the form of the development of the 'Learning Resources pack' and the "Extended Research Essay." You will also be asked to present on the topic of your 'Extended Research Essay.'

Learning Resources Pack 40%

Students are asked to develop a 'Learning Resources' pack for an exhibition that is currently showing in London. The pack should demonstrate research and application of pedagogical theories, and contain literature and activities geared toward a number of key stages.

Extended Research Essay 50%

Students will research and write an extended research essay based upon any of the topics covered in class, including, but not limited to, pedagogical theories, artists as educators, socially engaged practices and diversity and the arts.

Oral Presentation 10%

Presentation of the 'Extended Research Essay' topic.

Teaching Methodology:

SEMINARS

The course will consist of weekly postgraduate seminars, which will follow the structure set out within the course syllabus and will serve a number of functions: seminars provide a framework for the course; address critically the relevant literature in specific areas, examine concepts, theories and case studies, and enable students to engage in group discussion and dialogue, and autonomous learning. Seminars rely upon active student participation, mediated by the course instructor. By examining and discussing issues and problems in a seminar setting, students as junior research colleagues will be able to learn from each other and resolve questions that arise in the course of the lectures and readings. Seminars will only be useful to the extent that they are prepared for and participation in discussions and debates is an essential aspect of this. All students will be required to participate. Tutorial opportunities will also be available for research supervision and other academic support.

Bibliography:

- Hein, G. *Learning in the Museum*. (Oxford: Routledge, 1998).
Hooper-Greenhill, E. *Museums and Education: Purpose, Pedagogy, Performance*. (Oxford: Routledge, 2007).
Moffatt, H. and V. Woollard. *Museum and Gallery Education: A Manual of Good Practice*. (Lanham, Maryland: Alta Mira Press, 2000).
Tallant, S. "Experiments in Integrated Programming" *Tate Papers* 11 (2009): 1-6.

Change Log for this CSD:

