Module Descriptor

Title	Expanded Drawing		
Session	2026/27	**Status**	
Code	GRAM09004	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	**Trent Kim**		

Summary of Module

Expanded drawing is a definition that arises from redefining, based on the individual's choice of media and technique as well as the environment. American artist Robert Morris first used the term in 1946 to describe a three-dimensional approach outside of galleries' 'White Cube' that highlighted the value of creative exploration and interaction with materials, media, techniques, locations, and ideas.

Taking Rosalind Krauss' 1979 essay Sculpture in the Expanded Field, as a starting point, this module will encourage and develop students' awareness and skills in the field of drawing as an expanded form of spacial intervention, expression and reaction to their surroundings, literal contexts, built environment archetypes, social paradigms, and deconstructing the pre-constrained forms inherent in the traditional concept of 'drawing' as a realisation of perceived reality on the two-dimensional surface.

Conventional aspects of drawing will be exploded, interrogated, and challenged through research, practice, and discourse into how this area expands and interacts with historical themes, colonial/post-colonial tropes and collections, new media methodologies and cross disciplinary forms, such as sound, light, textual content, moving image and performance/spoken word.

Topics covered:

Intervention based art forms/site specific work.

Found objects, value, metaphor, power dynamics.

Reactive/Proactive practice in context

Non-linear narratives

Objectification, appropriation, and post-colonial meta types

Inclusion of sound, light, spoken word and performative acts as expanded drawing practices.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☒ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate their knowledge and understanding of the history, artists, and contemporary works inherent in the field of expanded drawing practice.
L2	Research, describe and develop a methodological approach to their practice in expanded drawing through a sketchbook/journal/blog or other media
L3	Plan, arrange and install/distribute/action in appropriate media the final artifacts that contribute to the field of expanded drawing practice.
L4	Critically reflect on their process, applied technical skills, impact and outputs.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Evidence knowledge and understanding in the historical and contemporary practice of expanded drawing. Demonstrate knowledge of techniques applied through research into the field of expanded drawing.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply materials, techniques and approaches to an advanced level in the realisation of expanded drawing practice.
Generic Cognitive skills	**SCQF 9**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Undertake critical analysis of expanded drawing techniques, using evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of expanded drawing and apply to practice. Use a range of approaches to formulate practice-based solutions.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicate research and development findings in a coherent and organised manner. Utilise appropriate ICT methods to accumulate and disseminate data.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy in the development and realisation of complex tasks. Communicate with peers, senior colleagues, and specialists on a professional level. Effectively collaborate and work with others to achieve goals.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Foa, M. et al. (2022) Performance drawing: New practices since 1945. London: Bloomsbury Visual Arts.

Elderton, L., Morrill, R. and Lovatt, A. (2022) Vitamin D3: Today's best in Contemporary Drawing. London: Phaidon Press Limited.

Drawing ambiguity: Beside the lines of Contemporary Art (2022). Sawdon, P (Anthology Editor), Marshall, R (Anthology Editor) S.l.: London: Bloomsbury Visual Arts.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are expected to engage with scheduled classes, field trips and workshops as laid out in the module handbook and weekly schedule.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts and Media
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	0.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

40%: Research, describe and develop a methodological approach to their practice in expanded drawing through a sketchbook/journal/blog or other relevant media.
Assessment 2
50%: Present/install/enact/publish the finished artefact(s) on an appropriate platform to a professional level within deadlines.
Assessment 3
10% Critically reflect on and evaluate the work produced (artist's statement, 200 words)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
PRAC	☒	☒	☐	☐	☐	40	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Output	☐	☐	☒	☐	☐	50	1.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☐	☒	☐	10	0.5
Combined total for all components						100%	3 hours

Change Control

What	**When**	**Who**
MC & Moderator TBC due to OCP – move to T1	March 26	C Mackenzie