

University of the West of Scotland

Module Descriptor

Session:2024/25

Title of Module: Expanded Drawing			
Code: TBC	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Chris Mackenzie		
Summary of Module			
<p>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.</p> <p>Taking Rosalind Krauss' 1979 essay <i>Sculpture in the Expanded Field</i>, 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.</p> <p>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.</p> <p><u>Topics covered:</u></p> <p>Intervention based art forms/site specific work.</p> <p>Found objects, value, metaphor, power dynamics.</p> <p>Reactive/Proactive practice in context</p>			

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

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dumfries and Galloway College

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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.
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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)	<p>SCQF Level 9</p> <p>Evidence knowledge and understanding in the historical and contemporary practice of expanded drawing.</p> <p>Demonstrate knowledge of techniques applied through research into the field of expanded drawing.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Apply materials, techniques and approaches to an advanced level in the realisation of expanded drawing practice.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>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.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Communicate research and development findings in a coherent and organised manner.</p> <p>Utilise appropriate ICT methods to accumulate and disseminate data.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercise autonomy in the development and realisation of complex tasks.</p> <p>Communicate with peers, senior colleagues, and specialists on a professional level.</p> <p>Effectively collaborate and work with others to achieve goals.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/ Core Content Delivery	36
Independent Study	164
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Foa, M. <i>et al.</i> (2022) <i>Performance drawing: New practices since 1945</i>. London: Bloomsbury Visual Arts.</p> <p>Elderton, L., Morrill, R. and Lovatt, A. (2022) <i>Vitamin D3: Today's best in Contemporary Drawing</i>. London: Phaidon Press Limited.</p> <p><i>Drawing ambiguity: Beside the lines of Contemporary Art</i> (2022). Sawdon, P (Anthology Editor), Marshall, R (Anthology Editor) S.I.: London: Bloomsbury Visual Arts.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(**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 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Arts and Media
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts and Media
Moderator	Dr Aislinn White
External Examiner	TBC
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	0.1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
<p>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.</p>
<p>Assessment 2 50%: Present/install/enact/publish the finished artefact(s) on an appropriate platform to a professional level within deadlines.</p>
<p>Assessment 3 10% Critically reflect on and evaluate the work produced (artist's statement, 200 words)</p>
<p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Practical assignment	x	x				40	1

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Practical assignment			x			50	1.5

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written assignment				x		10	0.5
Combined Total for All Components						100%	3 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 0.1 (2024-25)