

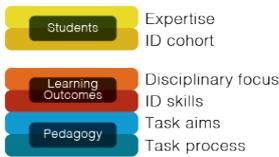
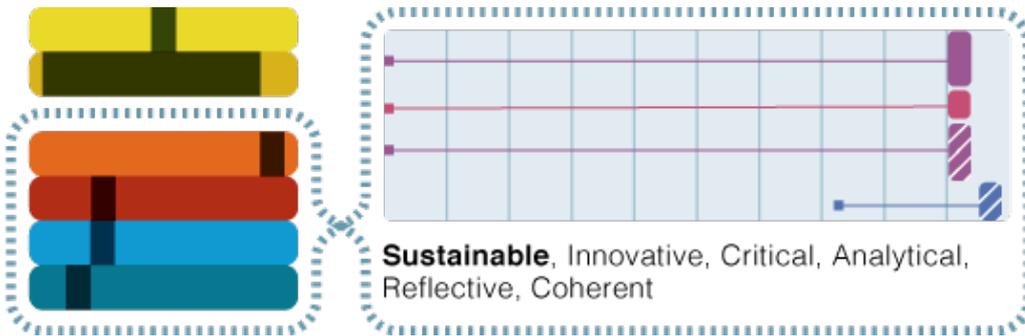
MM1

University of NSW

Art and the environment: Studies in the field



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

In this short course, students work in ID teams to develop a collaborative project. Pedagogical leadership, supported by the student activities effectively enables the supported practice of collaborative skills. The assessment criteria aligns with this aim.

How well does the assessment design fit the ID cohort?

Does it fit the level of *student expertise*?

Effectively supports students' engagement as independent thinkers working collaboratively - 3rd year

How well does the assessment design align to intended ID learning outcomes?

Do the *tasks and criteria* sufficiently support development of students' *disciplinary practices* ?

Some deepening of disciplinary skills through multidisciplinary exposure

Do the *tasks and criteria* sufficiently support development of students' *interdisciplinary skills* ?

Strong collaborative skill building opportunities are offered

Do the student and staff roles influencing the *direction / aims* of the tasks support the ID learning outcomes?

Students & staff both have input into final outcomes

Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes?

Students collaboratively develop the project outcomes, this is aligned with the goals of the unit

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Intensive **2-week course** for students concerned with environmental issues.

The course is suitable for students studying fine arts, design, media arts, architecture, engineering, environmental humanities, environmental management. Students can interact with the land that is the focus of the course, directly or produce models, concept drawings, paintings, sculpture, photographs, video or designs.

Multi-disciplinarity will be achieved by integrated team working, with participants from a variety of disciplines enrolled in the course.

Learning Outcomes:

- Students will engage with the land in new ways through their practice
- Address key issues by working in multidisciplinary teams
- Develop an individual focus within these broader concerns
- Expand their own practice and develop skills of critique

UNIT ACTIVITIES & ASSESSMENT TASKS

1. Individual Project (50%) - 2 tasks are part of this assessment task:

- 30% A4 written proposal describing your idea
- 20% Individual project research and an exhibition of individual work

2. Group project (50%) – Choose **one** of the following...

- Project 1 - Explore alternative ways of responding to the Land
- Project 2 - Think of ways of constructing that are sustainable and/or use recycled materials
- Project 3 - Design alternative ways of producing energy / an adventure playground that is educational and fun

The Group project will be assessed through two key tasks to be completed

- 30% Collaborative Project
- 20% Collaborative project research and participation in the Field Trip and Exhibitions

ASSESSMENT CRITERIA / MARKING

- Development of new approaches within students' practice.
- Development of an individual focus of interest within the student's nominated area
- Expand the students' ability to initiate and self-critique work.
- Develop enterprising, innovative and creative ideas.
- Exhibit rigorous analysis, critique, and reflection.
- Conceptual coherence and insightful synthesis of ideas as realized through the resolution of the project.

SCHOOL OF ART

SART 2855

Art and the Environment: Studies in the Field

SEMESTER 2, 2013

COURSE INFORMATION

Units of Credit: 6

Teaching Times and Locations: An intensive course, with the Field Trip component taught from July 8 to July 23 in Broken Hill and the UNSW Fowlers Gap Research Station. Information sessions are held before the course and follow up feedback sessions held after at COFA, UNSW.

Parallel Teaching : Students undertaking SART 9855 may be taught concurrently

Contact hours per week*: Equivalent to 3 hours per week for 15 weeks

*Please note that the expectation of time in this course is more than contact hours. The University has expectations of a total load of 25 – 30 hours per unit of credit. This means that you should spend no less than 8-9 hours per week on average on class work in addition to your timetabled hours.

COURSE OVERVIEW

COURSE SUMMARY

This intensive course is designed to engage students who have a concern for environmental issues, particularly in the arid zones of Australia.

The course will focus on perceptions of Land, in particular the semi-arid/arid zone, and will explore a range of ideas from creative perspectives.

Students will travel to Broken Hill and the UNSW Fowler's Gap Research Station, a remote desert location north of Broken Hill, where they will engage with local resources and communities to address the question of how we see, interact with, live in, and represent an arid land under environmental stress. Students can interact with the land directly or produce models, concept drawings, paintings, sculpture, photographs, video or designs that will explore sustainability, articulate their experience of the landscape and imagine new ways of interacting with this land.

This course is suitable for students studying fine arts, design, media arts, architecture, engineering, environmental humanities, environmental management or science that wish to explore their disciplines in the laboratory of an outback and arid environment.

COURSE AIMS

1. This course will enable students to explore and gain further understanding of arid zone landscapes through the investigation of the environment of far western NSW, both the post-mining town of Broken Hill and the research facility at Fowler's Gap, with a direct emphasis on their application to real world situations in the fields of fine arts, design, media arts, architecture, engineering, environmental humanities, environmental management and science.
2. Multi-disciplinarity will be achieved by integrated team working, with participants from a variety of disciplines.

STUDENT LEARNING OUTCOMES

At the conclusion of this course the student will be able to:

1. Begin to explore options for engaging with the land in new ways within their practice in the fine arts, design, media, architecture, environmental humanities, environmental management, science or engineering
2. Undertake multidisciplinary work in teams, which results in the creation of work in a variety of media that address issues around an arid Australian landscape.
3. Develop an individual focus of interest within their nominated area that addresses an arid Australian landscape
4. Initiate and self critique work to accommodate a diversity of ideas and to use this to develop engaging and productive directions for future practice.

GRADUATE ATTRIBUTES DEVELOPED IN THIS COURSE

In this course, students will be encouraged to develop the following Graduate Attributes by undertaking focused research and practice in relation to the projects presented in the course. Selected Graduate Attributes will be taken into consideration when evaluating submissions for assessment tasks. Students are encouraged to be:

- rigorous in their analysis, critique, and reflection
- able to apply their knowledge and skills to solving problems
- capable of independent, self-directed practice
- enterprising, innovative and creative
- capable of environmental responsibility

TEACHING STRATEGIES & APPROACH TO LEARNING

The teaching strategies in this course place an emphasis on Field work, but also includes lectures, tutorials and consultations between the lecturer/tutor and individual students,

Students will be required to get themselves to Broken Hill, which is where the two-week intensive component of the Course will begin. In association with the Broken Hill Art Exchange students will be accommodated to liaise with local artists, community groups and other social/environmental stakeholders to facilitate their particular areas of interest. Representatives may give presentations from National Parks and Wildlife, Indigenous and non-Indigenous organizations, Mining and Art Galleries, amongst other environmental stakeholders.

Students will then travel to the UNSW Fowler's Gap Research Station, where they will be encouraged to interact with the "Creative Laboratory" an area of land set aside specifically for creative interdisciplinary experimentation.

Students are encouraged to actively engage with the possibility for learning and professional growth by conducting their own research into issues pertinent to the class. The value of research is made clearly evident by the atmosphere of enquiry and explication that is fostered. Dialogue is encouraged between students and the lecturer/tutor and by extension among the students to help motivate and promote individual learning.

ASSESSMENT

There are two components of this course:

1. INDIVIDUAL PROJECT

Weighting: 50% (see below for further information)

2. GROUP PROJECT

Weighting: 50% (see attached for further information)

ASSESSMENT TASK 1

INDIVIDUAL PROJECT

Due: 11 September 2013 Each student will be asked to show how their individual project will be presented in the final exhibition, to be held from September 16 to 21. The student is then responsible for mounting this work in the COFA Gallery on Monday September 16

Weighting: 50% (this will be divided into two assessable tasks)

- **30%** - Individual Project + Proposal: Students are asked to write a proposal of no more than 1 A4 page describing their idea. This should be discussed with the Lecturer/Tutor in the week at Fowlers Gap. This mark is formed by the results of the final individual project and the proposal.
- **20%** - Research conducted and innovation displayed to achieve individual project PLUS Participation in the Field Trip Exhibition, to be held at the COFA Gallery.

Assessment Brief

The individual project requires each student to creatively respond to the environment of Broken Hill and Fowlers Gap as a result of what is learnt whilst undertaking the course. Each student may respond from their own skills base, but through discussion with the Lecturer, tutor and other members of the group consider how to present this information using lateral thinking in a way that can be exhibited in the final exhibition in Sydney.

For those who require a more structured project, consider making some type of response to how you perceive this land at the beginning of the course, then make a second response by imagining it differently. This may involve the invention of an imaginary community of the future or research into the reality of how it may be in 100 (or more) years.

The individual projects can be in the form of photographs, film/video, drawings, paintings, animation, sculpture, designs, plans – OR they could creatively elucidate a scientific reference, text (eg prose, poems, scripts or stories) or music.

Students must discuss their ideas with the Lecturer and/or Tutor and feedback will be given over the week spent at Fowlers Gap and then by appointment in Sydney prior to assessment.

Assessment Criteria used for marking:

- Ability to explore options for engaging with the land in new ways within the students practice in the fine arts, design, media, architecture, science, environmental humanities, environmental management or engineering
- Ability to develop an individual focus of interest within the student's nominated area that addresses an arid Australian landscape
- Ability to initiate and self-critique work to accommodate a diversity of ideas that are enterprising, innovative and creative and to use this to develop engaging and productive directions for future practice.
- Rigorous in analysis, critique, and reflection and able to apply individual knowledge and skills to solving problems.
- Conceptual coherence and insightful synthesis of ideas as realized through the resolution of the project.

Feedback strategy:

Feedback is provided by the lecturer and tutor over the week spent at Fowlers Gap and then by appointment in Sydney prior to assessment.

ASSESSMENT TASK 2

GROUP PROJECT

Due: 11 September 2013 – Final presentation of the project for the COFA exhibition through some form of creative documentation. Each Group will be required to give a presentation of their actual Group Project at Fowlers Gap on July 21, and then show how it will be presented in the exhibition in September. The group is then responsible for mounting this work in the COFA Gallery on Monday 16 September.

Weighting: 50% (this will be divided into two assessable tasks)

- 30% - Collaborative Project
- 20% - Presentation of research conducted to achieve collaborative project PLUS participation in the Field Trip Exhibition, to be held at the COFA Gallery from Monday 16th - Friday 21st September 2013.

Assessment Brief

Please see attached

Assessment Criteria used for marking:

The assessment of the Group Project will employ the UNSW Policy on assessment of group projects, a copy of which will be provided to students. Other criteria will include:

- Ability to explore options for engaging with the land in new ways and from a multi-disciplinary perspective
- Ability to undertake multidisciplinary work in teams, which results in the creation of work in a variety of media that address issues around an arid Australian landscape.
- Quality of creative resolution of the groups ideas
- Conceptual coherence and insightful synthesis of the group's ideas as realized through the resolution of the project.

Feedback strategy:

Feedback is provided by the lecturer and tutor over the week spent at Fowlers Gap and then by appointment in Sydney prior to assessment.

A SUGGESTED READING LIST:

This list may be updated by the Lecturer/Tutor. Books will be taken to Fowlers Gap for students to reference.

*Land Art : a Cultural Ecology Handbook, London: RSA in partnership with Arts Council England, 2006

*Knebusch, Julien. "The Perception of Climate Change," Leonardo – The Journal of the International Society for the Arts, Sciences and Technology, Vol.40, No.2

*Fowler-Smith, Louise. "Hindu Tree Veneration as a Mode of Environmental Encounter", Leonardo – The Journal of the International Society for the Arts, Sciences and Technology, Vol 42 Number 1, 2009. P. 43 – 51 & P. 9

*Cosgrove, Denis E., and Daniels, Stephen. "The Iconography of Landscape: Essays on the Symbolic Representation, Design, and Use of Past Environments." Cambridge Studies in Historical Geography; 9. Cambridge [England] ; New York: Cambridge University Press, 1988.

*Carlson, Allen & Lintott, Sheila. "Nature, Aesthetics and Environmentalism - From Beauty to Duty". N.Y. Columbia University Press, 2008

*Grande, John K. "Art nature dialogues : interviews with environmental artists" / John K. Grande ; foreword by Edward Lucie-Smith. Publication Details Albany : State University of New York Press, c2004.

*Suzuki, David & McConnell, Amanda. The Sacred Balance: Rediscovering our Place in Nature. (St.Leonards, Australia: Allen and Unwin, 1997)

USEFUL AND INTERESTING WEBSITES:

ARID LANDS - Australian:

The CSIRO website is a great resource and has a succinct and informative overview: Sustainability in Australia's Arid Lands: "A sustainable future for Australia's unique arid and semi-arid ecosystems will depend on applying science to understand the complex interactions between livelihoods and landscape management in a harsh and uncompromising environment"

<http://www.csiro.au/en/Outcomes/Water/Rural-and-regional-water/arid-land-sustainability.aspx> (viewed 27th February 2013)

"Desert Knowledge Australia is a national organization that identifies key projects that contribute to a social, economic and environmentally sustainable future for desert Australia."

<http://www.desertknowledge.com.au/Home> (viewed 27th February 2013)

The Australian Rangeland Society's website brings together papers and research on issues of management and sustainable use of resources in rangelands - natural or semi-natural landscapes, including grasslands, and woodlands, drylands and wetlands, in environments "where natural ecological processes predominate in land use".

<http://www.austrangesoc.com.au/site/> (viewed 27th February 2013)

The Western Catchment Management Authority serves Broken Hill. They have a really interesting series of short You Tube videos entitled “Through our Eyes – The Project” that feature Aboriginal elders and local knowledge holders from the Ngemba, Kamilaroi and Euahlayi language groups from the region talking about practices such as fire stick management and native foods. <http://www.western.cma.nsw.gov.au/> (viewed 27th February 2013)

ARID LANDS - International:

The International Year of Deserts and Desertification website appears to not be functioning properly, but it has a Flickr gallery for those who are interested at www.flickr.com/groups/iydd/ (viewed 27th February 2013)

<http://unccd.int>

This is the website of the United Nations Convention to Combat Desertification and as such is the global authority on issues of desertification, land degradation and drought. It is one of the interlinked “sister Conventions” – the others are the Conventions on Biodiversity (UNCBD) and Climate Change (UNCCC). Much of the website is very technical but it is worth perusing some of the topics to get an idea of the relevant issues.

<http://www.globalrestorationnetwork.org/ecosystems/desert/> (viewed 27th February 2013)

The Global Restoration Network is a project of the Society for Ecological Restoration International and looks at many ecosystems not just desert. They offer links to other resources such as case studies, literature, organizations and experts.

ARCHITECTURE AND THE ENVIRONMENT:

<http://www.urbanecology.org.au/> (viewed 1st March 2013)

This is the website of Urban Ecology Australia Inc with many ideas about how humans can design and live in urban environments that support the biosphere rather than degrade it. It may provide some inspiration for coming up with environmental designs relevant to the course.

Some architects to google who may inspire:

Mitchell Joachim - ecological architecture and urban designer

Peter Busby – green Architect

Norman Foster designing Masdar in Abu Dhabi

Peter Vetsch's earth houses

Friedensreich Hundertwasser – painter, architect and inventor of the green roof

Buckminster Fuller and his geodesic dome

ENGINEERING AND THE ENVIRONMENT:

<http://www.ucl.ac.uk/arg/pamela> (viewed 1st March 2013)

PAMELA – Pedestrian Accessibility Movement Environment Laboratory and Professor Nick Tyler who set up this laboratory in order to research how people interact with their environment.

Biomimicry – engineers incorporate structures and methods from living things and systems to provide design solutions. Velcro is an example of biomimicry, being inspired

by the minute hooks on a burr. <http://www.reading.ac.uk/biomim/home.htm> (viewed 1st March 2013) and <http://www.asknature.org/> (viewed 1st March 2013) which is an initiative of the Biomimicry 3.8 Institute and designed as an “inspiration source”.

Industrial Ecology –(science of sustainability) is the study of material and energy flows through industrial systems, for example designs industrial processes for waste reuse from one industry to another. <http://www.is4ie.org> is website for the International Society for Industrial Ecology, has linked to their journal (may have to access for free through UNSW Library).

Ecological Engineering – the study of ways of merging the disciplines of engineering and ecology. Look at <http://ecologicalengineering.com.au> and <http://minesiterehabilitation.com/> (both viewed 1st March 2013) for ideas that may relate to issues that arise in Broken Hill environs.

The Chartered Institution of Water and Environmental Management (CIWEM) have a strategic Arts and Environment programme through their Arts and Environment Network. Whilst the focus here is not necessarily on desert landscapes, it is a good site to have a look at to see creative and collaborative approaches to environmental challenges. <http://www.ciwem.org/knowledge-networks/networks/arts--the-environment.aspx> (viewed 27th February 2013)

ART AND ENVIRONMENT:

A partner with CIWEM, the Centre for Contemporary Art and the Natural World (CCANW) have just moved to the Innovation Centre at the University of Exeter where they will continue to pursue their research links with universities and organizations on the arts and the environment. “An integrated programme of exhibitions, artist-led projects and educational activities reaches out, across the art forms and other disciplines, to address the urgent social, environment and scientific issues that concern us all today.” <http://www.wwwww.ccanw.co.uk/> (viewed 27th February 2013)

The Green Museum is an online museum of environmental art and well worth a look at to get ideas for artists’ creative responses to our environment. <http://greenmuseum.org/> (viewed 27th February 2013)

RESOURCES FOR STUDENTS

- UNSW Library website:
<http://info.library.unsw.edu.au/web/services/services.html>
 - Reference sources for this course are available from the COFA Library.
-