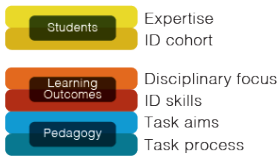


# MM27

University of New South Wales  
Studio Gateway 2



multiplemeasures.org.au



## SUMMARY FOR BENCHMARKING

### How well is interdisciplinary learning supported by the assessment design?

Introductory unit/subject/course that exposes students to a range of discipline areas within art, design and media. Students are supported to collaboratively develop new approaches and projects.

### How well does the assessment design fit the ID cohort?

#### Does it fit the level of *student expertise*?

First year level unit/subject/course that relies on relatively high level of maturity and competency for engagement with rich material and conceptual opportunities.

#### Does it respond to the *range and style of cohort learning expectations*?

Learning culture is interdisciplinary within a range of art/design/media focused approaches. The framing of the unit draws on shared learning cultures of experimentation and critique, suitable for the cohort.

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

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

Deepening and extension of early disciplinary knowledge through self-directed study within a scaffolded set of exercises and provocations.

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

A significant proportion of group based work and the incorporation of peer review processes within the development of project responses. These outcomes require the development of broad ID skills for effective engagement, and these are highlighted in the notes and assessment criteria provided to students.

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

Students are directed in each of the tasks and are provided with examples of previously successful projects. Students select from a list of potential topics within a broad theme.

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

Balanced process: largely self-directed investigation, but strongly scaffolded and directed via weekly tasks and identified outcomes. Group interaction and collaborative development are highlighted.

## UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This unit introduces first year students to studio practice in contemporary Art, Media and Design. The course underpins ongoing development as studio practitioners by allowing students to conceptualise and situate their practice through a series of seminars, workshops and projects designed to challenge ideas around practice and creativity.

The unit will enable students to work collaboratively and independently, using self and peer evaluation and reflection, and to demonstrate an understanding of, and an ability to use, conceptual and experimental creativity and idea generation. Major themes addressed include: contexts and spaces; transformation and experimentation; and identity.

### Learning Outcomes:

- Demonstrate a developing capacity to contextualise and situate their work as studio practitioners in a transdisciplinary context.
- Demonstrate an understanding of, and a developing ability to use, conceptual and experimental creativity in the studio.
- Work collaboratively and independently, using self-reflection and peer evaluation to further develop and critique ideas and creative output

## UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

**Poster 25%** Choose a research question from the supplied list and think about it in terms of art and design practice: how can you approach it as creative practitioner? Brainstorm a variety of approaches and document everything on your Tumblr page. Produce a poster that engages with an aspect of your initial research. Consider how the form and content relate to the question and engage your audience. Submission requirements: A2 poster and a 300 word statement.

**Major Project 45%** Develop a project based on your chosen research question. During class you will engage with a number of experiments related to the weekly themes. These experiments can be used to develop and shape your final project. Documentation of the project must be posted on Tumblr throughout the semester and will be considered in your final mark. The final project will be a work or body of works (in any form or media) plus a 700-word concept statement and bibliography.

**Collective Publication 30%** This assessment will be done in groups of three or four. Each group will produce a 12-page, A4 PDF publication. The publication will explore the theme *All the World's Futures*. The theme aligns with the 2015 Venice Biennale, curated by Okwui Enwezor. The Biennale will explore this history through works that suggest possible futures. Similarly, your group's publication will propose possible futures through art and design practices. What "future" your group chooses to investigate is up to you—what is important is *how* you approach it collectively and creatively. You can take one of two approaches: the first is to treat the publication as a creative work. The second is to see the publication as a catalogue for the work that your group produces. You will be provided with examples of both approaches.

## ASSESSMENT CRITERIA / MARKING

- Evidence of initial research towards the chosen question.
- Considered and conceptual response to the research question.
- Communication, presentation and articulation of response in the form of a poster.
- Evidence of sustained experimentation in response to the research question.
- Evidence of working through problems and generating new ideas.
- Realisation, curation and communication of final work(s).
- Analysis and critical reflection of project in concept statement and evidence of research in bibliography.
- Creative approach in the group's engagement with the theme.
- Research and contextualisation in relation to contemporary art and design practice.
- Realisation of the project and coherent design of publication.



## COFA1002 Studio Gateway 2

Semester 2, 2015

Never Stand Still

Art & Design

## Course Information

**Units of Credit:** 6

**Online Course Support:** All course materials will be posted on Moodle. Staff and students will maintain individual Tumblr sites.

This detailed information provides background to the MM summary.  
The content was originally produced for the delivery of this unit/subject/course.  
Some content not directly relevant to the Multiple Measures project has been edited/removed.

# Course Overview

## Course Summary

Studio Gateway 2 introduces students to studio practice in contemporary Art, Media and Design. The course underpins ongoing development as studio practitioners by allowing students to conceptualise and situate their practice through a series of seminars, workshops and projects designed to challenge ideas around practice and creativity.

Studio Gateway 2 will enable students to work collaboratively and independently, using self and peer evaluation and reflection, and to demonstrate an understanding of, and an ability to use, conceptual and experimental creativity and idea generation.

Major themes addressed include: contexts and spaces; transformation and experimentation; and identity.

## Course Aims

The aim of COFA1002 is to engage first-year Art, Design and Media students in research-focused transdisciplinary studio practice. The course is designed to draw on and connect to the other first year programs. Students will be continue to explore 'practice-led research', a mode of research that takes making (objects, works, projects, events, etc.) as a way of working through problems and generating new ideas. The idea is that discovery and learning happens *through* practice—in the processes of conceptualising, experimenting, constructing, contextualising, and reflecting.

As in COFA1001, the emphasis is on process, understood as an active, open, collaborative and generative activity. Throughout the semester, students will conceive a series of experiments that will test and develop their responses to themes. By the end of the semester students will be able to respond critically and conceptually to questions, problems and ideas in order to begin to become innovative, adaptable and flexible creative practitioners. In COFA1002 students start to identify and articulate specific research methods relevant to their art and design practice.

## Student Learning Outcomes

On completion of this course, the student should be able to:

1. Demonstrate a developing capacity to contextualise and situate their work as studio practitioners in a transdisciplinary context
2. Demonstrate an understanding of, and a developing ability to use, conceptual and experimental creativity in the studio
3. Work collaboratively and independently, using self-reflection and peer evaluation to further develop and critique ideas and creative output

## Teaching Strategies and Approach to Learning

### Studio

The three-hour studio classes are flexibly organised and include informal lectures, group discussion, and individual and collaborative studio exercises.

### Teaching Philosophy

Groups of approximately twenty-five students will be taught by a single lecturer throughout the semester. The three-hour class will be held in a studio or seminar room and will be taught in a flexible manner so as to allow for self-directed and collaborative learning and a variety of activities. Learning activities are designed to complement and inform the assessment tasks.

Students will use online learning tools. Course documents, learning resources and important information will be on the Moodle site accessed through myUNSW. In addition, students will use Tumblr for the research and development of ideas and for the documentation and presentation of work. If a student has concerns relating to the use of public social media platforms, they can discuss alternative arrangements with the course coordinators. Students are expected to spend up to six hours of self-directed learning per week in addition to the three-hour studio class.

## Expectations of Students in this Course

### Course specific expectations

An integral part of this course is engagement in class activities. Consequently you may fail the course if you do not attend regularly even if you complete all assignments. Regular attendance is at least 80% of classes. You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class. You may fail the subject if more than 3 absences are recorded. Please see the section on Special Consideration.

Students will be expected to:

- Participate in weekly in-class experiments and discussions
- Check UNSW student email **at least twice a week**
- Check Moodle each week before class to access learning resources and announcements
- Update Tumblr site

# Assessment

## Assessment Task 1

**Title:** Poster

**Weighting:** 25 %

**Task:** Due in class (presentation and submission of hardcopy). 300 word statement posted on Tumblr.

**Due:** Week 4

### Assessment Synopsis

The purpose of this assessment is to produce preliminary work towards Assessment 2. In Week 2, you will choose **one** research question. The list of questions are on Moodle. In Week 4, you will submit an A2 poster and a 300 word statement posted on Tumblr. This assessment will be a product of your initial research and experimentation around your chosen question.

- Choose a question and think about it in terms of art and design practice: how can you approach it as a creative practitioner? Brainstorm a variety of approaches. Make sure you document everything on your Tumblr.
- Produce a poster that engages with an aspect of your initial research towards Assessment 2. A poster is a designed object: consider how the form and content relate to the question and engage your audience. Remember, this is a studio course. **Your final poster is a creative work and not a research report/summary.** The poster must be A2 and able to be mounted on the wall. Within these constraints you can explore a variety of possibilities. Your lecturers will show you examples of

creative posters that play with materials and forms.

- Post a 300-word statement on Tumblr that reflects on the research process and contextualises the final poster in relation to the research question. This statement should include reference to relevant examples from art and design.
- During class in Week 4, you will display your poster on the wall. There will be a class discussion in which you will speak informally about your research, show your Tumblr and answer questions. This will be an opportunity to receive feedback from your peers, which will assist you to develop your project further.

### Submission Requirements:

- A2 poster (hard copy) submitted in class.
- 300 word statement posted on Tumblr.

### Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Creative and contextual research (35%): Evidence of initial research towards the chosen question.					
Creative and conceptual process (35%): Considered and conceptual response to the research question.					
Coherent communication (30%): Communication, presentation and articulation of response in the form of a poster.					

FOR GUIDE TO UNSW GRADES SEE: <https://student.unsw.edu.au/grades>

### Course Learning Outcomes addressed in this task:

1. Demonstrate a developing capacity to contextualise and situate their work as studio practitioners in a transdisciplinary context
2. Demonstrate an understanding of, and a developing ability to use, conceptual and experimental creativity in the studio

### UNSW Graduate Attributes addressed in this task:

1. Scholars who are understanding of their discipline in its interdisciplinary context
2. Leaders who are enterprising, innovative and creative
3. Professionals who are capable of independent, self-directed practice

### Feedback strategy for this task:

In-class discussions will be held in the lead up to and the week of submission. This will include advice and general feedback. Final projects will be marked by your lecturer and written feedback will be provided along with a grade.

## Assessment Task 2

**Title:** Major project

**Weighting:** 45 %

**Task:** Work presented on Tumblr (including 700-word concept statement and bibliography).

**Due:** Week 8

## Assessment Synopsis

In this assessment, you will develop a project based on your chosen research question. During class you will engage with a number of experiments related to the weekly themes. These experiments can be used to develop and shape your final project. The final project will be a work or body of works (in any form or media) plus a 700-word concept statement and bibliography. Documentation of the project must be posted on Tumblr throughout the semester and will be considered in your final mark. The final work(s) and statement/bibliography will also be posted on Tumblr. If your work consists of a material object or non-digital image, make sure you take good photos or videos of your work. If you do something site-specific, time-based, performative, or speculative, find the best way to document/record your work on Tumblr. Talk to your lecturer if you have any questions. Remember that the documentation of the final project is different from the documentation of your process, which will track your research and development throughout the semester.

- Following Assessment 1 you will have chosen a research question and done some initial research.
- In response to the weekly themes, you will explore a variety of approaches to your research project through ongoing experiments and material inquiries. These experiments must be documented on Tumblr. Remember to reflect on the experiments and consider how they contribute to the shape of your final project.
- The final project will reflect your engagement with the question. Both the work and the 700-word concept statement will communicate your practice-led research. **We define practice-led research as a mode of research that takes making (objects, works, projects, events, etc.) as a way of working through problems and generating new ideas.** The concept statement is an important part of practice-led research—it outlines, analyses and reflects on process and discovery. The statement is your opportunity to define and defend your project as important and interesting. It is not a description or a diary entry! The bibliography should list all resources referenced in the project.
- The final project will be assessed for its demonstration of quality practice-led research. This involves critical thinking, focused inquiry and reflection. It also involves careful consideration of the work's presentation: the way you edit and curate your work(s).

### Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Critical Development (25%): Evidence of sustained experimentation in response to the research question.					
Practice-led research (25%): Evidence of working through problems and generating new ideas.					
Presentation of work(s) (25%): Realisation, curation and communication of final work(s).					
Articulation of Project (25%): Analysis and critical reflection of project in concept statement and evidence of research in bibliography.					

FOR GUIDE TO UNSW GRADES SEE: <https://student.unsw.edu.au/grades>

### Course Learning Outcomes addressed in this task:

1. Demonstrate a developing capacity to contextualise and situate their work as studio practitioners in a transdisciplinary context
2. Demonstrate an understanding of, and a developing ability to use, conceptual and experimental creativity in the studio
3. Work collaboratively and independently, using self-reflection and peer evaluation to further



develop and critique ideas and creative output

**UNSW Graduate Attributes addressed in this task:**

1. Scholars who are rigorous in their analysis, critique, and reflection
2. Leaders who are capable of initiating as well as embracing change
3. Global Citizens who are capable of applying their discipline in local, national and international contexts

**Feedback strategy for this task:**

Students will receive written feedback and a mark. In the weeks leading to submission, students will have the opportunity to talk to their lecturer in class about their work. Feedback from Assessment 1 is designed to instruct and encourage Assessment 2.

**Assessment Task 3**

**Title:** Collective publication

**Weighting:** 30 %

**Task:** Submitted on Moodle.

**Due:** Week 13

**Assessment Synopsis**

This assessment will be done in groups of three or four. Each group will produce a 12-page, A4 PDF publication. The publication will explore the theme *All the World's Futures*. The theme aligns with the 2015 Venice Biennale, curated by Okwui Enwezor. Enwezor writes "How can the current disquiet of our time be properly grasped, made comprehensible, examined, and articulated? Over the course of the last two centuries the radical changes have made new and fascinating ideas subject matter for artists, writers, filmmakers, performers, composers, musicians." The Biennale will explore this history through works that suggest possible futures. Similarly, your group's publication will propose possible futures through art and design practices. What "future" your group chooses to investigate is up to you—what is important is *how* you approach it collectively and creatively. You can take one of two approaches: the first is to treat the publication as a creative work. The second is to see the publication as a catalogue for the work that your group produces. You will be provided with examples of both approaches.

- The publication should include both text and images and, most importantly, should consider carefully the relationship between the two.
- The publication will be submitted as a PDF (softcopy) but can be produced in a number of ways: scanned materials, digital composites, embedded files. You may use a variety of these techniques and processes in order to produce the final publication. Each group member must submit the final PDF version of their group project.
- This is a group assessment. The publication should demonstrate collaboration as well as a consistent and considered design principle across the twelve pages. The idea is to create and curate *together*.
- If you reference texts, artworks, designs, prototypes, etc. make sure you attribute them correctly.
- Make sure your PDF publication includes the names of all group members.

**Assessment Criteria With Marking Rubric**

CRITERIA	FL	PS	CR	DN	HD
Creative processes (30%): Creative approach in the group's engagement with the theme.					
Critical awareness (30%): Research and contextualisation in relation to contemporary art and design practice.					
Communication and collaboration (40%): Realisation of the project and coherent design of publication.					

FOR GUIDE TO UNSW GRADES SEE: <https://student.unsw.edu.au/grades>

**Course Learning Outcomes addressed in this task:**

1. Demonstrate an understanding of, and a developing ability to use, conceptual and experimental creativity in the studio
2. Work collaboratively and independently, using self-reflection and peer evaluation to further develop and critique ideas and creative output

**UNSW Graduate Attributes addressed in this task:**

1. Scholars who are capable of independent and collaborative enquiry
2. Leaders who are collaborative team workers
3. Global Citizens who are culturally aware and capable of respecting diversity and acting in socially just/responsible ways

**Feedback strategy for this task:**

Students will be given written feedback and a mark for this assessment.

## Topics and Dates

WEEK	WEEK STARTING	TOPIC NAME	ASSESSABLE TASKS	NON-ASSESSABLE TASKS
1	27 Jul	Introduction		
2	03 Aug	Convergent and divergent thinking		
3	10 Aug	Affect and body politics		
4	17 Aug	Ecologies	Poster: Due in class (presentation and submission of hardcopy). 300 word statement posted on Tumblr..	
5	24 Aug	Desire		
6	31 Aug	Context and time		
7	07 Sep	Value		
8	14 Sep	Uncreativity	Major project: Work presented on Tumblr (including 700-word concept statement and bibliography)..	
9	21 Sep	Non-Teaching Week		
	28 Sep	Mid-Semester Break		
10	05 Oct	Collaboration and community		
11	12 Oct	Static, noise, interference, glitch		
12	19 Oct	Ways of learning		
13	26 Oct	Reflection	Collective publication: Submitted on Moodle..	
14	02 Nov			
15	09 Nov			