1. **KentVision Code and title of the module**

HART5007 The Art and Aesthetics of the Natural Environment (Level 5)

HART6007 The Art and Aesthetics of the Natural Environment (Level 6)

1. **Division and School/Department or partner institution which will be responsible for management of the module**

Arts and Humanities, School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Levels 5 and 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional for the following courses:

BA Art History

All Joint Honours programmes involving Art History

Available as an elective module

1. **The intended subject specific learning outcomes.**

**On successfully completing the module Level 5 and 6 students will be able to:**

* 1. Distinguish and explain the various ways in which artists have conceived of, represented and intervened within the natural environment.
	2. Explain and evaluate the significance of aesthetic concepts and theories relevant to understanding the natural world and the various forms of land art.
	3. Outline and critically discuss the history of landscape art and land art, identifying key moments, styles and artists.
	4. Demonstrate an understanding of the relationship between art and identity.
	5. Critically re-evaluate the history and aesthetics of the environment and environmental art through the prism of contemporary concerns about environmental degradation.

**In addition to more developed understanding and abilities in relation to 8.1 – 8.5, Level 6 students will also be able to:**

* 1. Demonstrate an advanced ability to synthesize ideas and concepts relevant to the representation of the natural world, environmental art and the concepts and theories that have sought to understand them.
	2. Make connections to other material learned over the previous two years of study of the arts.
1. **The intended generic learning outcomes.**

**On successfully completing the module Level 5 and 6 students will be able to:**

* 1. Demonstrate skills of visual, critical and historical analysis, together with generic intellectual skills of synthesis, summarisation, critical judgement and problem-solving, that will allow for the construction of original and persuasive arguments.
	2. Demonstrate the skills of communication, improving performance, problem-solving, working with others and effective use of appropriate vocabulary and illustrations, ideas and arguments to a variety of audiences and/or using a variety of methods.
	3. Appropriately use a range of learning and reference resources (including visual resources) within the Templeman Library and elsewhere, including the critical use of the internet and a range of primary and secondary texts.
	4. Employ information technologies to research and present their work.

**In addition to more developed understanding and abilities in relation to 9.1 – 9.4, Level 6 students will also be able to:**

* 1. Demonstrate the acquisition of an independent learning style; for example in the preparation and presentation of course work, in showing the ability to reflect on their own learning and by mediating complex arguments to a variety of audiences and/or using a variety of methods
	2. Approach problem-solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks.
1. **A synopsis of the curriculum**

This module explores the natural environment as the subject matter of aesthetic attention and value, as well as creative interventions into nature such as landscaping, gardens and land art. Differing contemporary approaches to understanding the aesthetic value of nature and the natural environment will be explored, as well as older concepts, such as the picturesque, natural beauty and the sublime, that were important in the first attempts to think of the natural environment as site of aesthetic experience and value. The issues of climate change and environmental degradation will provide a backdrop throughout the module, providing increased focus upon the aesthetic value of nature, the natural environment and the interventions of land artists.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Parsons, G. (2008) *Aesthetics and Nature*, London: Bloomsbury

Budd, M. (2006) *The Aesthetic Appreciation of Nature*, Oxford: OUP

Carlson, A. (2008) *Nature, Aesthetics and Environmentalism: From Beauty to Duty*, New York, Columbia University Press

Tuan, Y.-F. (2013) *Passing Strange and Wonderful: Aesthetics, Nature and Culture*, New York: Island Press

Berleant, A. (2018) *Aesthetics and Environment*, London Routledge

Kastner, J. and Wallis B. (2010) *Land and Environmental Art*, London: Phaidon

Ross, S. (1998) *What Gardens Mean*, Chicago: Chicago University Press.

1. **Contact Hours**

Total contact hours: 48

Total private study hours:252

Total module study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Digital Portfolio (Level 5 and Level 6: 2,000 words) – 60 %

The Digital Portfolio allows for practical and diverse applications of theory, as well as for formative and interactive forms of assessment such as lecture summaries, seminar notes, exhibition reviews, virtual exhibitions, blog posts, quizzes and other forms of trans-media content.

Essay (Level 5: 2,000 words, Level 6: 2,500 words) – 40 %

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Assessment Workshops  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Digital Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The concerns of this module are global, with examples, approaches and authors from around the world being considered.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | New/major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11.1.22 | New | September 2022 |  |  |
|  |  |  |  |  |