1. **Title of the module**

HART8360 (HA836) – The Art of Portraiture: Historical and Philosophical Approaches

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

School of Arts

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

Level 7

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**

None

1. **The programmes of study to which the module contributes**

MA History & Philosophy of Art

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 demonstrate a comprehensive understanding of debates surrounding portraiture and related research areas in current study of art history and philosophy of art;

8.2 use the particular conceptual tools and methods necessary for independent art historical and philosophical engagement in these areas;

8.3 demonstrate their ability to develop argument, engage critically with relevant literature, and contextualise issues and materials within the framework of contemporary art historical and art theoretical thought.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their written and oral communication and presentation skills particularly regarding the expression of complex thoughts

9.2 Demonstrate their capacity to listen attentively and critically to the views of others, whether spoken or written, and to make a relevant response that furthers the investigation;

9.3 Demonstrate their ability to conduct research and independent study into theoretical and historical materials;

9.4 Demonstrate their capacity to construct and evaluate arguments.

1. **A synopsis of the curriculum**

This module aims to give students an advanced understanding of concepts and methods involved in the study of portraits. A programme of seminars will explore recent philosophical and art historical literature on portraiture and related research topics. The historical development of portraiture and its different subgenres will be traced, influential portrait artists will be discussed and their work will be critically analysed – all of which will be addressed within a broader theoretical framework, focusing on philosophical issues such as the nature of personal identity, objectification, the definition of art, and theories of representation and genre.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Brilliant, R (1991) *Portraiture*, Reaktion

Freeland. C (2010) *Portraits and Persons,* Oxford University Press

Hammer, M (2007) *The Naked Portrait,* National Galleries of Scotland

West, S (2004) *Portraiture,* Oxford University Press

Woodall, J. ed (1997) *Portraiture: Facing the Subject*, Manchester University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (4,000 words) – 70%
* Seminar Preparation Notes – (2,000 words) – 30%
	1. Reassessment methods
* Like-for-like
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar Preparation Notes |  |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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**

Like other History of Art modules, this module incorporates substantial internationally-focused content. In particular, its teaching gives significant attention to artworks by internationally-based artists, and a range of theories developed by internationally-based theorists. Students also have the option of addressing international features of culture and practices in art in their assessment.

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

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/06/2018 | Minor | September 2018 | 14,15,17 | No |
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| Revised FSO Jan 2018 |