1. **Title of the module**

HART5001/HART6001 (HA5001/HA6001) Curating Art History

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 5 & 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**

None

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

BA (Hons) Art History (Single and Joint Honours)

Available as a wild option.

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

On successfully completing the level 5 module students will also be able to:

8.1 demonstrate knowledge and critical understanding of the practice of a range of artists (in and across different media)

8.2 demonstrate knowledge and critical understanding of a range of conceptual and theoretical issues raised by the practice of curating

8.3 demonstrate knowledge and critical understanding of a range of practical and logistical issues raised by the practice of curating

8.4 demonstrate knowledge and critical understanding of the process of devising, developing and putting on an exhibition

8.5 demonstrate knowledge and critical understanding of the phenomenon of the art exhibition as a multi-platform media event

On successfully completing the level 6 module students will also be able to:

8.6 demonstrate a systematic understanding and detailed knowledge of a range of artists (in and across different media)

8.7 demonstrate a systematic understanding and detailed knowledge of a range of conceptual and theoretical issues raised by the practice of curating

8.8 demonstrate a systematic understanding and detailed knowledge of a range of practical and logistical issues raised by the practice of curating

8.9 demonstrate a systematic understanding and detailed knowledge of the process of devising, developing and putting on an exhibition

8.10 demonstrate a systematic understanding and detailed knowledge of the phenomenon of the art exhibition as a multi-platform media event

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

On successfully completing the level 5 module students will be able to:

 9.1 demonstrate the ability to work effectively in groups towards collaborative goals

9.2 communicate the results of study accurately and creatively, in the form of structured arguments, accessible displays or effective marketing.

9.3 demonstrate that they have developed study skills in order to research and present their work, including appropriate Information Technologies.

9.4 demonstrate that they have developed qualities of personal responsibility in completing assessment tasks to deadline, working in a self-motivated manner, thereby enhancing transferable skills necessary for employment

9.5 demonstrate a responsible and respectful attitude to working with outside partners (such as artists, lenders, exhibition-venues, curators or funders)

9.6 demonstrate an aptitude for logistical work and for organising events effectively

On successfully completing the level 6 module students will be able to:

9.7 demonstrate the ability to work in groups towards collaborative goals to a high level of attainment

9.8 communicate effectively the results of study accurately and creatively, in the form of structured arguments, accessible displays or effective marketing.

9.9 demonstrate that they have systematically developed study skills to a high level in order to research and present their work, including appropriate Information Technologies.

9.10 demonstrate that they have developed qualities of personal responsibility in completing assessment tasks to deadline, working in a self-motivated manner, thereby enhancing transferable skills necessary for employment to a high level of attainment

9.11 demonstrate a responsible and respectful attitude to working with outside partners (such as artists, lenders, exhibition-venues, curators or funders) to a near professional standard

9.12 demonstrate an aptitude for logistical work and for organising events effectively to a near professional standard

1. **A synopsis of the curriculum**

This is a module built around a current academically rigorous exhibition (i.e. an exhibition running at the same time as the module). Through studying and assessing an exhibition, students will learn about a varied range of issues involved in curating art history from the logistical to the conceptual. Some of these issues are generic to the challenge of curating, others are specific to the piece of curation which is being studied (and which will from vary year to year). In addition, the course will examine the exhibitions as a multi-platform media event with its own digital dimension, which may generate press or media coverage, and involve other forms of interaction with its audience.

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

Altschuler, B. (2013) Biennials and Beyond – Exhibitions That Made Art History 1962-2002, London and New York: Phaidon Press

Obrist, H. U. (2015) Ways of Curating, London: Penguin

O’Neill, P. (2012) The Culture of Curating and The Curating of Culture(s), Cambridge, Mass. and London: MIT Press

Steeds, L (2014) Exhibition, London: Whitechapel Gallery & MIT Press

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

	At level 5 the module will be assessed by:

Critical Portfolio (3000-4000 words) (60%)

Essay (2500 words) (40%)

At level 6 the module will be assessed by:

Critical Portfolio (3000-4000 words) (60%)

Essay (3500 words) (40%)

13.2 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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1/8.6* | *8.2/8.7* | *8.3/8.8* | *8.4/8.9* | *8.5/8.10* |  | *9.1/9.7* | *9.2/9.8* | *9.3/9.9* | *9.4/9.10* | *9.5/9.11* | *9.6/9.12* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |  |
| *Lecture* | x | x | x | x | x |  |  |  |  |  |  |  |
| *Seminar* | x | x | x | x | x |  | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Critical Portfolio* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **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, Paris or Rome

1. **Internationalisation**

The module and assessments draws on the diverse student body and their knowledge, experience and range of student backgrounds and traditions to enhance learning. All students are exposed to an international body of works, both in terms of the readings and the films. The skills developed by students throughout the module will equip them for the job market both in UK and internationally.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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