1. **Title of the module**

HART8270 (HA827) – Curatorial Internship

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**

60 Credits (30 ECTS)

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

Autumn, Spring, and Summer

1. **Prerequisite and co-requisite modules**

None

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

MA Curating

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

8.1 Undertake a broad range of tasks contributing to the operation of an arts organisation such as Studio 3 Gallery;

8.2 Demonstrate the practical knowledge, skills and experience needed to obtain employment in the visual arts industry, especially in art galleries and other visual arts related organisations in the role of curator and/or gallery and exhibition manager;

8.3 Demonstrate insight into the functioning of the visual arts industry, including an understanding of the professional opportunities available to them within the industry, and the challenges working in this industry poses, particularly in relation to the planning, management and creative challenges involved in running a gallery such as Studio 3 Gallery;

8.4 Demonstrate an understanding of a range of key theoretical and practical issues currently faced by the visual arts industry in the UK and internationally, and the challenges faced by an organisation like Studio 3 Gallery.

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

9.1 Demonstrate advanced level skills of critical reading and analysis of a range of primary and secondary texts, including visual materials;

9.2 Demonstrate an advanced level of key skills of written communication and problem solving, and have attained responsibility for their own learning and be able to reflect on it in a critical manner;

9.3 Use relevant Information Technologies to research and present their work;

9.4 Demonstrate, to an advanced level, the key skills of oral communication and working with others in a group, as well as gaining confidence in participating in critical discussion and debate while remaining open to the viewpoints of others;

9.5 Use relevant learning and reference resources (including visual resources) within the Templeman Library and the internet, and be able to use them effectively to support their arguments and analyses;

9.6 Demonstrate their ability to write coherent, informed and logical arguments in a well-organised and well-presented form, and to be able to present the outcome of their work in a clear and comprehensible way – whether this is in a written form, or in the form of a display of objects.

1. **A synopsis of the curriculum**

The Curatorial Internship module provides students with the core experience of participating in a team running Studio 3 Gallery in the Jarman Building. Students will undertake key tasks and projects integral to the delivery of the exhibition programme at the gallery, both individually and working in groups, under the direction of the programme convenor and of the gallery’s curator and with (or as) exhibition curators. These tasks may include exhibition design and planning, negotiating loans, maintaining partnerships, managing collections, researching and writing catalogues, interviewing artists, fundraising, devising educational programmes, handling, storing and transporting art works, condition reports, designing promotional materials, marketing exhibitions, exhibition analysis and so on. A self-reflective journal will assess what has been learnt from the internship.

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

Baker, M. and Brenda Richardson (eds), (1997). *A Grand Design: The Art of the Victoria and Albert Museum*, London: V&A Publications

Barker, E. (1999). *Contemporary Cultures of Display*, New Haven and London: Yale University Press

Guilbaut, S. (1983). *How New York Stole the Idea of Modern Art*, Chicago and London: University of Chicago Press

Harrison, C. (2011). *Looking Back*, London: Ridinghouse

Haskell, F. (2000). *The Ephemeral Museum*, New Haven and London: Yale University Press

O’Doherty, B. (2000). *Inside the White Cube*, University of California Press

Vergo, P. (ed), (1989). *The New Museology*, London: Reaktion Books

1. **Learning and teaching methods**

Total Contact Hours: 72

Private Study Hours: 528

Total Study Hours: 600

1. **Assessment methods**
	1. Main assessment methods
* Group Presentation (10 minutes) – 10%
* Exhibition Review (1,000 words) – 20%
* Journal (10,000 words) – 70%
	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* | *8.4* | *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** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exhibition Review | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Journal | **x** | **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

1. **Internationalisation**

Like other History of Art modules, this module incorporates substantial internationally-focused content. In particular, its teaching gives significant attention to a range of international practices in art and curating. Students also have the option of addressing and incorporating the work of international artists in their proposal, review, journal and final exhibition.

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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) |
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| Revised FSO Jan 2018 |