

Course unit title:	CONTEMPORARY ART PROCESSES				
Course unit code:	AART309				
Type of course unit:	Elective				
Level of course unit:	Bachelor				
Year / Semester of study:	3 rd , 4 th / Fall, Spring				
Number of ECTS credits allocated :	6	Lectures p/w:	3	Labs p/w:	0
Name of lecturer(s):	Panayiotis Michael				
Learning outcomes of the course unit:	<ol style="list-style-type: none"> 1. Investigate a range of traditional and emerging artistic working processes applied in and beyond the studio. 2. Develop advanced creative thinking: an analytical and visual expression through a process-oriented approach. 3. Generate a multiplicity of meanings, directions and dimensions of their project through conceptual and visual experimentation and research. 4. Develop professional terminologies and objective criteria to analyse concepts and ideas. 5. Evaluate critically the progress and process of their artwork through group presentations, discussions and critiques. 6. Employ appropriate materials and techniques to support concepts. 7. Create an artwork through multiple channels of engagement. 8. Utilize individual ideas, materials and forms through research and analysis. 9. Utilize unique ideas and concepts through a visual process. 10. Examine and comment on alternative artistic working processes 11. Present research findings and experimentation regarding their chosen topic 				
Prerequisites:		Co-requisites:	None		
Recommended optional program components:	None				
Course contents:	<p>The course enables students to engage in researching, developing and challenging new boundaries of working processes in contemporary art.</p> <ul style="list-style-type: none"> ▪ Students are introduced to various artists' working processes that challenge pre-existing notions of art methods, and the connection of art to particular mediums and forms. Then, they are invited to explore an idea of their own choice through research and experimentation and realize that particular idea using the appropriate media or form (drawing, painting, sculpture, installation, audio, video, performance, digital, or emerging art forms). Designing a poster: hierarchy of information / issues of layout / image / composition / visual elements / visual impact. ▪ 				
Recommended and/or required reading:					
Textbooks:					
References:	<ul style="list-style-type: none"> ▪ Fresh Cream, Phaidon, 2000 ▪ Vitamin P, New perspectives in Painting, Phaidon 2002 ▪ Cream 3, Phaidon 2003 ▪ Nicolas de Oliveira, Nicola Oxley, Michael Petry, Installation in The New Millennium, Thames & Hudson 2003 ▪ Ice Cream, Phaidon, 2004 ▪ Uta Grosenick (ed), Art Now vol 2, Taschen 2005 				

	<ul style="list-style-type: none"> ▪ Judith Collins, Sculpture Today, Phaidon 2007 ▪ Hans Werner Holzwarth (ed), Art Now vol 3, Taschen 2008 ▪ Saatchi Gallery, Abstract America: New Painting, Rizzoli New York 2009 ▪ Cornelia Butler, Catherine de Zegher, On Line. Drawing through the twentieth Century, MoMA 2010 ▪ Defining Contemporary Art – 25 Years in 200 Pivotal Artworks, Phaidon 2011, Phaidon, 2004 ▪ Uta Grosenick (ed), Art Now vol 2, Taschen 2005 ▪ Judith Collins, Sculpture Today, Phaidon 2007 ▪ Hans Werner Holzwarth (ed), Art Now vol 3, Taschen 2008 ▪ Cornelia Butler, Catherine de Zegher, On Line. Drawing through the twentieth Century, MoMA 2010 ▪ Defining Contemporary Art – 25 Years in 200 Pivotal Artworks, Phaidon 2011 						
Planned learning activities and teaching methods:	The course is delivered through a series of illustrated lectures and visual presentations on Art and Design. Extensive project briefing, class discussions, workshops, and presentations by visiting lecturers will introduce students to current fine art processes in various forms, and current debates and issues within contemporary fine art practice. Interim and formal group critiques of students' practical work, personal research, development and presentation of work in progress, allow for constructive criticism and examination of class progress. In addition, students have access to personal tutorials which become an integral part of the teaching methodology.						
Assessment methods and criteria:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Preparatory work, research</td> <td style="text-align: right; width: 30%;">30%</td> </tr> <tr> <td>In-Studio and Out of Studio participation, discussion</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Final Visual work</td> <td style="text-align: right;">40%</td> </tr> </table> <ul style="list-style-type: none"> ▪ 	Preparatory work, research	30%	In-Studio and Out of Studio participation, discussion	30%	Final Visual work	40%
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In-Studio and Out of Studio participation, discussion	30%						
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Language of instruction:	English						
Work placement(s):	No						