Unit Title	The Art and Science of Colour
FHEQ Level	5
Unit Code	EDTT182
Credit Value	15
Unit Type	Elective (cross-department)

Learning Hours

Staff – Student Contact Hours		Independent Study Hours	
Classes	25	Independent Study	50
Supervised access to resources	12.5	Preparation for Assessment	25
	(37.5)	Unsupervised Access to Resources	37.5
Total			150

Unit Description

This elective unit is designed to provide collaborative learning and subject underpinning to a wide cross-section of the Ravensbourne student community, particularly in: Advertising, Animation, Fashion, Film, Graphics, Photography, and Television. This unit provides students with an artistic and scientific journey of discovery regarding the story of colour. Through the paradigm of linking the past, through the present, to the future, students will learn about the spectrum of the historical developments related to colour, the contemporary understanding and applications of colour, and what future horizons might offer for the gamut of human communications. Furthermore, the aforementioned paradigm is applied to the student learning journey: your present 2nd year learning will build upon your general 1st year learning, and feedforward into your 3rd year of dissertation and final major project. Principles such as: how colour is used in communications, colour theory, display differences of colour, and the human sensation, will be useful contextual knowledge for 2nd and 3rd year studies and assessments.

The project in this unit will be small group work (of 2 or 3 students), and it is highly encouraged that students with diverse skills work together with a keen sense of exploration to create their group combined poster presentation and demonstration.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

The indicative content is designed to answer questions such as:
- How and when did mankind first produce colours found in the natural world?
- What were the key developments in the making of colour?
- How did artists and artisans deploy colour?
- How do humans perceive the sensation of colour?
- What can we learn about colour from the perspective of psychology?
- Why is an understanding of colorimetry and colour gamut important?
- What has been the role of technology in reproducing colour?
- Is the perception of colour different between objects, still and moving images?
- What is the contemporary thinking on colour and its perception?

Unit Aims

1. To develop a deeper understanding of colour theory and practice in relation to student's course specialisation

2. To appreciate the underlying principles and apply colour to the cornucopia of human communications

3. To have a preliminary understanding of human visual perception and the colour sensation

4. To explore different techniques for presenting/demonstrating designs, projects, ideas, concepts, or prototypes across a range of media that shows attributes of colour theory and use

Unit Learning Outcomes

LO3: **Development/Prototyping**

Analyse a range of potential pathways that result in appropriate presentation solutions, informed by an understanding of the principles of practice and theoretical processes.

Based on **INTEGRATE** principle.

LO 5: **Presentation/Storytelling for Influence**

Select and employ effective methods of poster presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

Based on **ADVOCATE** principle.

LO 6: **Critical and creative mindsets**

Analyse conceptions of diverse collaborative practice and use this to inform a course of action.

Based on **ORIGINATE** principle.

Learning and Teaching Methods

- Project briefings – in order to prepare students for the aims, content, delivery, learning outcomes, and assessments
- Seminars (including guest lecturers)
- Practical workshops (blended with seminars)
- VLE activities
- Individual and small group work
- Autonomous study
- Formative feedback assessment point(s)
- Summative assessment at end of unit that demonstrates degree to which learning outcomes have been met

Assessment methods and tasks

Brief description of assessment methods

Assessment tasks	Weighting (%) *(one grade or multi-grade unit)*
Holistic assessment: Small group poster presentation and demonstration, illustrating practical and theoretical understandings of colour. The collaborative group should present holistically the uses and differences of colour across an appropriate array of media and display methods. Individual document containing research and reference materials, and analysis of the diverse collaborative process. Document to be uploaded to VLE.	100% **(pass/fail)**

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

Holistic assessment: is a group interactive poster presentation and an uploaded document to the VLE. The student group chooses the nature of the presentation and appropriate array of media and methods of display. The group presentation/demonstration will be assessed through the following criteria:

1. Demonstrate an understanding of colour practice (use) and colour theory through the appropriate selection of the assets used to display the project work. **LO3**
2. Provide a presentation that allows the diverse skills and knowledge of the group to be communicated in the context of the project and the connection to course subjects. **LO5**

The uploaded individual document will be assessed through the following criteria:

3. Evidence of research and reference materials used in project, and analysis of the project outcomes in terms of the collaborative process involving diverse skills. **LO6**

Essential Reading list

1. Bleicher S., Contemporary Color: Theory and Use, CENGAGE Delmar Learning, 2011
2. Finlay V., Color: A Natural History of the Palette, Random House Trade, 2003

URLs

1. http://www.gutenberg-e.org/lowengard/A_Chap03.html
2. http://www.vam.ac.uk/blog/tales-archives/colour-in-our-collections
3. http://linesandcolors.com/2008/05/12/history-of-the-color-wheel/
4. https://arstechnica.com/science/2016/02/seeing-in-techicolor-one-month-wearing-enchromas-color-blindness-correcting-glasses/
5. http://kuepperscolor.farbaks.de/en/farbentheorie/farbenlehre_in_vergangenheit_und_zukunft.html
6. https://www.theatlantic.com/health/archive/2012/08/19th-century-insight-into-the-psychology-of-color-and-emotion/261261/
7. https://news.samsung.com/global/color-volume-what-it-is-and-why-it-matters-for-tv
8. http://cpn.canon-europe.com/content/education/infobank/capturing_the_image/colour_space.do