



Unit Title	Illustration Contexts
FHEQ Level	Level 4
Unit Code	ILC18103
Credit Value	15 credits
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Formal planned learning & teaching delivery (Hybrid)	45	Independent Study	50
Supervised access to resources (Hybrid)		Preparation for Assessment	20
		Unsupervised Access to Resources (Hybrid)	35
Total		150	

## Unit Description

This unit is designed to provide you with a basic knowledge of the historical and contextual development of illustration across the twentieth and present centuries. It introduces key practitioners and ideas alongside an examination of the social, political and cultural influences that have shaped the discipline. You will examine a range of theoretical ideas and approaches to the discipline and we will introduce you to methods that will inspire you to be critical of the work of others and to evaluate your own ideas as informed by a critical context. (Originate Principle) You will communicate your ideas in written form using relevant visual material and publish this material online using the blog format. (Advocate Principle) Through this process you will also develop your research skills and learn how to articulate an informed and intelligent opinion. We will also highlight for you the importance of academic integrity, i.e. not misrepresenting the work of others as your own, and introduce you to some of the academic conventions that you will utilise during the rest of the programme.

### Hybrid delivery

**Hybrid is commonly used to describe courses in which some traditional face to face teaching has been replaced with online learning activities.**

**The purpose of hybrid delivery is to take advantage of the best features of both online and face to face learning.**

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

- Lectures and seminars examining the development of illustration across the twentieth and twenty first centuries.
- Seminars that examine the social, political and cultural influences that have shaped the discipline.
- Understanding of how these ideas have informed and influenced contemporary practice.
- Workshops examining research skills and how to define relevant and original reference points.
- Use of Moodle and reflection on material provided using a blog.

### Unit Aims

- To develop academic research skills
- To articulate informed ideas in writing
- To demonstrate an understanding of how historical developments have informed the development of your discipline.
- To understand academic conventions
- To publish ideas using online platforms
- To develop contextual knowledge and understanding to feed practical ideas.

### Unit Learning Outcomes

#### LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**Related Principle: ORIGINATE**

#### LO 5 Presentation /Storytelling for Influence

Evidence effective communication of projects, whether in visual, oral or written form.

**Related Principle: ADVOCATE**

#### LO 6 Critical and creative mindsets

Demonstrate enquiry into what makes good practice - both creatively and academically

**Related Principle: ORIGINATE**

**LO1,5,6**

### Learning and Teaching Methods

Key content to be delivered via a series of lectures, which will then be analysed in seminars and group discussions. You will develop a blog that reflects on material provided

in each of the lectures and demonstrate your understanding of some of the key issues.

Each post within the blog will respond to questions provided in the lectures and these posts will then form the assessment evidence for this unit. Seminars and tutorial discussion will provide feedback that will help you refine and develop the blog. Formative feedback is provided at the midpoint of the unit. Summative assessment will be provided in response to an online submission at the endpoint of the unit.

**We will deliver our courses using a hybrid approach - a blend of online and face to face delivery, as appropriate to the best learning & teaching methods.**

**Lectures - online (asynchronous delivery)**

**Seminars - online (mixed asynchronous and synchronous)**

**Tutorials - online (synchronous)**

**Guest Lectures - online**

**Studio Based Workshops and Formative Practical Tasks – individual and group**

**Industry led Workshops and Demonstrations**

**Independent Study - booked access to Physical Resources as required**

**Directed Study - online (synchronous)**

### Assessment methods and tasks

*Brief description of assessment methods*

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
A blog related to each of the lectures delivered within the Illustration Contexts lectures.	100%
A presentation of further investigation into one of the lecture areas/ practitioner or movement to expand on research.	

### Indicative Assessment Criteria

● Provide evidence of academic research skills. LO1
● Demonstrate an ability to articulate informed ideas in writing. LO5
● Demonstrate an understanding of how historical developments have informed the development of the discipline. LO1
● Provide evidence of an understanding of academic conventions, such as Harvard referencing system LO6
● Demonstrate an ability to publish ideas and findings using online platforms LO5
● Evidence of contextual knowledge and understanding to support opinion. LO5, LO1
LO1, LO5, LO6

### Essential Reading list

Books

Heller, S. and Chwast S - Illustration: a visual history, Abrams 2008

Male, A - Illustration: A Theoretical and Contextual Perspective, AVA Publishing 2007  
Male, A - Illustration: Meeting the Brief, Bloomsbury 2014  
Zeegen, L - The Fundamentals of Illustration, AVA Publishing 2005  
Hall, A - Illustration, Lawrence King 2011  
Berger, J - Ways of Seeing, Penguin 1972  
Davies, J & Brazell, D - Becoming a Successful Illustrator, Bloomsbury 2017  
Kleon, A - Show Your Work, Algonquin 2014  
Zeegen, L & Roberts, C - Fifty Years of Illustration, Laurence King 2014  
Rees, D - How To Be An Illustrator, Laurence King 2008  
Styles, M & Salisbury, M - Children's Picturebooks (Second Edition): The Art of Visual Storytelling, Laurence King 2020  
New, J - Drawing from Life: The Journal as Art, Princetown Architectural Press 2005  
Hyland, A & Bell R - Hand to Eye, Laurence King 2003  
DeBono, E - Lateral Thinking, Penguin 2009

#### Websites

<https://www.itsnicethat.com/>  
<https://www.creativereview.co.uk/>  
<https://www.juxtapoz.com/>  
<https://theaoi.com/>