



# Dartington Arts School



UNIVERSITY OF  
PLYMOUTH

## 3 Module Guide Contemporary Remote SCH5456

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**MA/PGDip/PGCert Arts & Place**

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Module Leader: **Dr Jo Joelson**

Other Module Staff: **Dr Mohini Chandra**

# Contents

<b>Welcome and Introduction</b>	<b>3</b>
<b>Teaching and Assessment Team</b>	<b>4</b>
<b>Module Aims</b>	<b>5</b>
<b>Module Assessed Learning Outcomes</b>	<b>5</b>
<b>Teaching and Learning Strategy</b>	<b>6</b>
<b>Scheme of Work</b>	<b>7</b>
<b>Late Work/Extenuating Circumstances</b>	<b>9</b>
<b>Sources of Guidance and Support</b>	<b>9</b>
<b>Referencing Protocols and Academic Offences</b>	<b>10</b>
<b>Reading List; Recommended Texts/Support Materials</b>	<b>10</b>
<b>Module Feedback</b>	<b>11</b>

## Welcome and Introduction

Welcome to the **Contemporary Remote** (SCH5456) module.

The **Contemporary Remote** module explores the development of arts practice in a rural or digital residency context through fieldwork with a residency host and the development of a project. It further develops students creative engagements with the complexities of place.

This module offers an opportunity to deepen collaboration, explore forms of collaborative interdisciplinary engagement, offer value to the host, and contribute to a network of learning about complexity and grand challenges. The hosts will provide an orientation and introduction to the context and give feedback on the final proposals developed. Working in collaboration with peers and with support from your tutor you will develop a residency project proposal. You will create and present a blog or other online documentation of your work in progress and final outcomes. You will write a 500-word critical account of the project development process and outcomes and your role within it.

This module also includes development of professional practice skills, which continues throughout the course. These skills include understanding contracts and briefs, writing proposals, gaining funding, pitching ideas, giving presentations, blogging, developing workshop and facilitation skills, enhancing time management and project management skills.

## Teaching and Assessment Team



Programme Leader: **Dr Jo Joelson**

Jo.Joelson@dartington.org

Module Leader: **Dr Jo Joelson**

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Associate Lecturer: **Dr Mohini Chandra**

Mohini.Chandra@dartington.org

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Module and Personal Tutors: **Dr Mohini Chandra** and **Dr Jo Joelson**

Module Moderator: **Dr Tracey Warr**, Dartington Arts School

## Module Aims

- a) To critically engage with the development of arts practice in rural or digital residency contexts
- b) To develop a rural or digital project proposal
- c) To develop research, critical reading and writing and creative practice skills.
- d) To develop fieldwork and documentation skills
- e) To develop collaborative working skills.

## Module Assessed Learning Outcomes

### **SCH5456 Contemporary Remote, FHEQ Level 7**

1. Critically reflect on the development of arts practice in rural or digital residency contexts.
2. Articulate an understanding of the relationship between place and practice.
3. Show an effective engagement with a rural or digital residency site through fieldwork.
4. Demonstrate desk research and critical writing skills.
5. Demonstrate the capability of developing a rural or digital residency project proposal.
6. Show a capacity to engage with peers in collaborative practice.
7. Demonstrate the development of professional practice skills.

## Teaching and Learning Strategy

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	8	2 x face to face and 2 x online lectures delivering the module introduction and critical presentations on the module topic and materials
Supervised time in studio/ workshop	6	Developing the residency project
Seminars	12	2 x face to face and 4 online
Fieldwork	30	Guided fieldwork at host location over 10 days
Workshops	8	Developing professional practice skills
Tutorials	1	Online tutorials
Guided independent study	235	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Note that there are amendments to this module teaching delivery in this academic year due to the coronavirus crisis. The module style is blended learning which is delivered partially online. Students are responsible for ensuring that you have the necessary computer equipment, software and wifi signal to participate fully online.

## Scheme of Work

All times given are UK timezone. All sessions for this module are either onsite at Dartington or online. Where no time is given, you can work through the tasks at your own pace.

### SEE MODULE TIMETABLE

**\*Individual tutorial time slots can be booked with your individual tutor.**

Whilst we will always do our best to avoid any timetable changes, the schedule may be subject to change due to unforeseen events such as staff illness.

### The Programme Handbook is available at:

<https://www.dartington.org/about/learning/resources-for-students/>

A copy of this Module Handbook is available online on the DLE site. Online teaching is delivered via the University of Plymouth DLE.

### University of Plymouth Library:

<https://www.plymouth.ac.uk/student-life/your-studies/library>

You will receive a Dartington Library card and introduction in Module 1.

The Module Assessment Feedback Form is on the Arts & Place DLE site.

This module will be assessed by: **Dr Jo Joelson and Dr Mohini Chandra**

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Coursework	100%	Presentation of Residency Work in Progress and Outcomes through a blog or other online means with 500-word critical reflection	All

## ASSIGNMENTS

Presentation of Residency Work in Progress and Outcomes through a blog or other online means with 500-word critical reflection.

## CREATIVE WORK

Your creative work in progress is assessed through a blog or other online means.

## Assignment Deadline (see module 3 timetable)

Your written assignment should be uploaded to the DLE.

Marks (provisional until confirmed by a Subject Assessment Panel) and feedback are available to you 20 days after submission on the DLE.

## Marking Rubric for SCH5454 – Contemporary Remote

<b>LO1:</b> Critically reflect on the development of arts practice in rural or digital residency contexts.			
<b>LO2:</b> Articulate an understanding of the relationship between place and practice.			
<b>LO3:</b> Show an effective engagement with a rural or digital residency site through fieldwork.			
<b>LO4:</b> Demonstrate desk research and critical writing skills.			
<b>LO5:</b> Demonstrate the capability of developing a rural or digital residency project proposal.			
<b>LO6:</b> Show a capacity to engage with peers in collaborative practice.			
<b>LO7:</b> Demonstrate the development of professional practice skills.			
<b>Fail:</b> 0 – 49%	<b>Pass:</b> 50 – 59%	<b>Merit:</b> 60 – 69%	<b>Distinction:</b> 70 – 100%
Does not demonstrate sufficient understanding.	Demonstrates partial understanding, and engagement with the areas of the learning outcomes.	Demonstrates a sound understanding and engagement with the areas of the learning outcomes.	Demonstrates excellent critical understanding and engagement, drawing from relevant discourses.

## Late Work / Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark 50%.
- Work submitted 24 hours after the deadline will receive a mark of zero.

Please notify the programme & module leader of any extenuating circumstances as soon as possible.

## Sources of Guidance and Support

You will be assigned and meet your personal tutor in Welcome Week and towards the end of Term 1. Please do contact them in the first instance if you have any concerns and worries both of an academic or personal nature and they will be able to assist you with academic concerns and direct you to support for other issues.

The Student Support Officer is **Oona Wagstaff**

[oonawagstaff@dartington.org](mailto:oonawagstaff@dartington.org)

Please notify the programme and module leader of any modified assessment provision required as soon as possible.

## Referencing Protocols and Academic Offences

Dartington Arts School uses the Harvard referencing system. Guidance is on the DLE.

When writing a report, case study, essay or dissertation you are expected to fully reference the materials you have used. It should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

## Reading List; Recommended Texts/Support Materials

### KEY TEXTS

Alfrey, Sleeman, Tufnell (2013) ***Uncommon Ground Land Art in Britain 1966-1979***. London: Hayward Publishing.

Ascott, R. (2007) ***Telematic Embrace: Visionary Theories of Art, Technology, and Consciousness***. Berkely. Los Angeles: University of California Press.

Biddle, J. L.(2016) ***Remote Avant Garde: Aboriginal Art under Occupation***. Durham, USA: Duke university Press.

Campbell, N. (2018) ***The Library of Ice: Readings from a Cold Climate***. London. Simon and Schuster.

Gilchrist, Joelson and Warr (2015) ***Remote Performances in Nature and Architecture***. London. Routledge.

Grau, O. (2010) ***MediaArHistories***. Cambridge, MASS: MIT Press.

Gormley, Richardson, Winterson (2016) ***LAND: An exploration of what it means to be human in remote places across Britain***. Landmark Trust.

Horn, R. Lingwood, J. (2007) *Vatnasafn/Library of Water*. London. Artangel.

Locke, A. Shane, R. (2013) *Art & Place: Site Specific Art of the Americas*. London: Phaidon.

My Villages (2019) *The Rural*. London: Whitechapel Gallery, Cambridge, Massachusetts: The MIT Press.

Merleau-Ponty, M. (1962/2010) *The Phenomenology of Perception*. London: Routledge

Tufnell, B., (2019) *In Land, Writings Around Land Art and Its Legacies*. Washington, USA, Winchester, UK. Zero Books.

Warr, T. (2015) *Remoteness: A Study Room Guide to Remoteness and Live Art*. London: Live Art Development Agency.

Warr, T. (2000) *The Artist's Body*. London: Phaidon Press.

## RECOMMENDED READING

Baum, K. (2010) *Nobody's Property: Art, Land, Space, 2000-2010*. USA. Princeton University Arts Museum.

Grau, O. (2003) *Virtual Art: From Illusion to Immersion*. Cambridge, MASS: MIT Press.

Halley, C. (2021) *The Porch: Meditations on the Edge of Nature*. University of Chicago Press.

Ingold, T. (2000) *The Perception of the Environment. Essays in livelihood, dwelling and skill*. London, New York. Routledge.

Panksepp and Biven (2012) *The Archaeology of mind: Neuroevolutionary Origins of Human Emotions*. New York: W. W. Norton.

Popper, F. (2007) *From Technological to Virtual Art*. Cambridge, MASS: MIT Press.

## Module Feedback

We value what our students say; you share your feedback, we act upon it. Part of the feedback process includes Module Evaluation. The Module Evaluation Form is on the DLE.