



DART2190 Creative Experimentation

Term Summer, 2020

Students are advised to read this Course Outline in conjunction with the [General Student Information Guide](#), which provides essential information for all students and is available under 'Student Services' on the Art & Design Current Students website: artdesign.unsw.edu.au/current-students/student-services.

NOTE: Late enrolment into this course is not allowed. Students will not be permitted to enrol after the end of Week 1 of term.

Course Information

Units of Credit: 6

Teaching Times and Locations: <http://timetable.unsw.edu.au/2020/subjectSearch.html>

Parallel Teaching: ADAD9406

Course Convenor: Paul Thomas

Email: p.thomas@unsw.edu.au

Room: F218F

Consultation times:

The Course Convenor is your key point of contact for questions about the course. You should first talk to your lecturer or tutor in class, if they are not also convening the course, but if further information is needed, please contact the Convenor by email, or arrange a meeting. All Convenors are available for consultation during the semester.

Course Overview

Course Description

'Creative Experimentation' is designed to help you experience the full potential of your own creativity by engaging in experimental art, design or digital media practices. You will also learn how to apply these principles of experimentation to your own area of study in this intensive course.

This course will extend your knowledge, research and technical skills through discourse and engagement in reflective practice and concept development. You will work with peers from a wide range of backgrounds such as design, science, medicine, creative artists, engineering, architecture, mathematics, etc., to develop practice-led research within the areas of emerging technologies. You will be guided in generating random data based upon a physical location, which you will visualise in different creative mediums. The result of this process will be a body of work through which you can demonstrate your experimental process, resulting in a range of innovative, unexpected creative outputs. By engaging with this process using a range of emergent technologies, you will broaden your existing knowledge and skills, and develop a framework for experimentation that is current, innovative, personally meaningful, and professionally relevant.

Course Learning Outcomes

On completion of this course, the student should be able to:

1. Explore and discuss the role of experimentation in art and design to create foundation for their own practice.
2. Conduct experimental research that allows for the potential of new models of creativity and innovation in a diverse range of disciplines.
3. Visualise and present experimental outcomes that demonstrate self directed research.

Teaching and Learning in this Course

This courses uses a variety of teaching approaches:

Blended/online

- Moodle - learning management system

Expectations of Students in this Course

Attendance

Students are expected to attend all classes for each course in which they are enrolled. Not attending your classes or participating in learning activities such as discussions, peer feedback, studio sessions, online activities, group work, etc., *may place you at risk of failing assessments or even failing the entire course.* [Studies](#) have shown that high attendance correlates with better engagement and success on a course. By punctually attending and actively participating in your classes you not only increase your own opportunities for success, but you also help build a learning community with other students.

If you are unable to attend your classes, please inform your relevant Course Authority. If the absence is for medical reasons you will be required to present a medical [certificate](#). If examinations or other forms of assessment have been missed, then you should apply for [Special Consideration](#).

Course Specific Expectations

This course is taught in an intensive mode and is designed to challenge student preconceptions as to the nature of their discipline and the ways in which experimental practice is undertaken. The focus of teaching is on guided group and individual experimental practice where the outcomes are less important than the exploratory research.

Experimental art is often achieved independently of what is explained, reviewed, or talked about in class. Often these solutions are based on lectures and demonstrations. Experimental outcomes are the result of "problem finding" rather than "problem solving".

The best creative solutions extend the given assignment into another area or level of exploration.

Good creative solutions combine other people's discoveries in the solution that does not present a new problem.

Ordinary creative solutions dilute ideas into a simple component of what is required, and do not explore problem finding.

Poor creative results are obvious attempts to exploit the easy solution to an assignment already discovered by the student.

Risk of Failure Warnings

If you are at risk of failing the course, because of lack of attendance, low marks in assignments, failing to submit assignments, or lack of participation or engagement, you may be notified by email. Please ensure you read your university email, and respond to any official risk of failure warning promptly. NOTE - If the warning email is sent to your UNSW e-Mail address, it is considered as being read by you whether you check your UNSW email or not.

Late Submission Penalties

Late submission is not allowed

In this course late submission is not allowed, meaning you may receive a mark of zero for any assessment submitted after the deadline.

Special Consideration

Please note that the University's Special Consideration process allows students to apply for an extension within 3 days of the assessment due date. This provides for more extensive extensions, subject to documentation, and Course Convenor approval. You can apply for special consideration online through my.UNSW.edu.au. More information about special consideration can be found here student.unsw.edu.au/special-consideration.

Supplementary Assessment

Supplementary assessments are available to students in this course who have failed an assessment but have subsequently had an application for Special Consideration approved by the university. The supplementary assessment may take a different form than the original assessment and will be defined by the course convenor - but it will address the same learning outcomes as the original assessment. If Special Consideration has not been awarded, the maximum mark that may be awarded for a supplementary assessment is 50% of the full assessment mark.

Continual Course Improvement

It is important that students complete the myExperience course and teaching surveys for this course. This is completely anonymous and provides important student observations and suggestions to ensure that the course is continually improved. To see how the course convenor has responded to student feedback from these surveys, please see the View Feedback on Student Surveys section in the course Moodle site.

Assessment

Assessment Task 1

Title: “Serendipity” - Part 1: Innovative and conceptual progress

Weighting: 20 %

Assessment type: Art Studio Work

Requires group work: No

Assessment summary

In this project you are required to conceive, produce and present a body of experimental art or design work in relation to the notion of “Serendipity”.

Approach:

Serendipity is “a natural gift for making useful discoveries by accident”. What is often missed in modern discussions of the word Serendipity is "sagacity" which means being able to link together apparently innocuous facts to come to a valuable conclusion.

Experimental science defines itself as being based on systematic observation of phenomena for the purpose of learning new facts or testing the application of theories to known facts.

Progressive assessment is used to evaluate your engagement with and development of experimental abilities regarding:

Part 1: Innovative and conceptual progress

Part 2: Independent progress

Part 3: Skillful progress

Prepare a Final Visual Presentation as a fully formed proposal demonstrating three self-determined experimental concepts, each accompanied by a 300 statement of meaning.

Part 1 Assessment activity:

Initiate physical experiments and collect documentary evidence of random processes used to identify and generate data on a physical location or thing.

Your aim is to create a mechanism as a random process to help you identify a physical location or a thing, then use any materials and means to document that location or thing. It is important to gather as much data of the location (Take a container and collect things that catch your eye) or thing in as many forms as you can.

Submission Details: Assessable Experimentation and relevant support material can be displayed in the studio during your scheduled assessment time. Experimental Research should be uploaded on the Creative Experimentation website.

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Ability to engage in self-initiated problem finding.	There is limited evidence of an engagement with the intellectual process of problem finding.	There is evidence of a basic engagement with the intellectual process of problem finding.	There is evidence of a considered engagement with the intellectual process of problem finding.	There is evidence of a sophisticated engagement with the intellectual process of problem finding.	There is evidence of an insightful and original engagement with the intellectual process of problem finding.
Ability to collect appropriate experimental data.	There is limited evidence of the collection of experimental data, or the data collected is inappropriate or irrelevant to the stated problem.	There is evidence of the collection of relevant experimental data.	There is evidence of the collection of appropriately selected experimental data.	There is evidence of the collection and presentation of insightfully selected experimental data.	There is evidence of the collection and presentation of insightfully selected experimental data that helps illuminate the problem at hand.

Course learning outcomes addressed in this task:

1. Explore and discuss the role of experimentation in art and design to create foundation for their own practice.

How will students receive feedback on this task:

Students will receive verbal & written feedback in addition to studio consultation prior to submission.

Assessment Task 2

Title: "Serendipity" - Part 2: Independent progress

Weighting: 30 %

Assessment type: Art Studio Work

Requires group work: No

Assessment summary

Visualise your experimental investigations in a Research Journal, online Journal and contribute to the online critique of process and discussion of ideas.

Bring back collected evidence from the random process to form the basis for your conceptual and material experimentation. You are encouraged to actively use the experimental process to help explore, develop or extend beyond the basic requirements in order to increase the possibility of serendipitous discovery.

Submission Details: Assessable Experimentation and relevant support material can be displayed in the studio during your scheduled assessment time. Experimental Research should be uploaded on the Creative Experimentation website.

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Evidence of independent experimentation and analysis.	There is limited evidence of independent experimentation and analysis, or experimentation and analysis is irrelevant or inappropriate derivative.	There is evidence of independent experimentation and analysis.	There is evidence of considered independent experimentation and analysis.	There is evidence of considered independent experimentation and insightful analysis.	There is evidence of considered independent experimentation and insightful analysis at an exceptional level.

CRITERIA	FL	PS	CR	DN	HD
Ability to visualise research in journal.	Research visualisation is poorly executed or not attempted	Research is appropriately visualised.	Evidences a considered approach to research visualisation that enhances the overall work	Evidences an insightful approach to research visualisation to enhance and expand the scope of the overall work.	Research is innovatively visualised in such a way as to generate new and unexpected insights
Quality of online contribution.	Online contribution is of a poor standard, or not sufficiently attempted.	Online contribution is limited in scope but presents a genuine attempt.	Online contribution is engaged and constructive.	Online contribution is engaged, constructive, original and insightful.	Online contribution is engaged, constructive, original, insightful, and of an exceptional standard.

Course learning outcomes addressed in this task:

1. Explore and discuss the role of experimentation in art and design to create foundation for their own practice.
2. Conduct experimental research that allows for the potential of new models of creativity and innovation in a diverse range of disciplines.

How will students receive feedback on this task:

Students will receive verbal & written feedback.

Assessment Task 3

Title: "Serendipity" - - Part 3: Skillful progress

Weighting: 50 %

Assessment type: Art Studio Work

Requires group work: No

Assessment summary

A body of work resulting from individual research and experimentation.

Test your experiments against various spatial constructs. Consider how the experimental art concept is described by the space?

When a work is constructed then the space it exists within is part of that experiment as is the observer.

Document their physical attempts to explore the spatial relationships needed to construct meaning. How the experiment is observed and exists in the world leads to further discovery and experimentation.

Submission Details: Assessable Experimentation and relevant support material can be displayed in the studio during your scheduled assessment time. Experimental Research should be uploaded on the Creative Experimentation website.

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Quality of visualisation of experimental concepts in final presentation	Visualisation is of a poor standard, or not sufficiently attempted.	Successful visualisation of experimental concepts in presentation.	Successful and considered visualisation of experimental concepts in presentation.	Successful and original visualisation of experimental concepts in presentation.	Successful , original, and innovative visualisation of experimental concepts in presentation.
Quality of 300 word statement of meaning for each concept presented.	Statements are of an insufficient quality, or not adequately attempted.	Statements are a coherent articulation of meaning for each concept presented.	Statements are a coherent articulation of meaning that synthesis each concept presented.	Statements are well written and insightfully synthesise each concept presented.	Statements are well written and insightfully synthesise each concept presented to generate new knowledge.
Presentation of experimental ideas as an informed proposal	Insufficient presentation of experimental ideas.	Presentation of experimental ideas constitutes an informed proposal.	High quality presentation of experimental ideas constituting an informed proposal.	High quality and original presentation of experimental ideas constituting an informed proposal.	High quality and innovative presentation of experimental ideas constituting an informed and considered proposal.
Demonstration of command of experimental research strategies	There is little or no evidence of a command of experimental research strategies.	Demonstrates a basic command of experimental research strategies.	Demonstrates skilful command of experimental research strategies.	Demonstrates sophisticated command of experimental research strategies.	Demonstrates sophisticated command of innovative and advanced experimental research strategies.
Acknowledgment of the potential for further creative experimentation in practice-led research	Fails to acknowledge the potential for further creative experimentation in practice-led research.	Superficially acknowledges the potential for further creative experimentation in practice-led research.	Acknowledges the potential for further creative experimentation in practice-led research	Acknowledges and suggests the potential for further creative experimentation in practice-led research.	Acknowledges and suggests the potential for innovative approaches to further creative experimentation in practice-led research.

Course learning outcomes addressed in this task:

1. Explore and discuss the role of experimentation in art and design to create foundation for their own practice.
2. Conduct experimental research that allows for the potential of new models of creativity and innovation in a diverse range of disciplines.
3. Visualise and present experimental outcomes that demonstrate self directed research.

How will students receive feedback on this task:

Students will receive verbal & written feedback.

General Assessment Feedback Strategies

Under normal circumstances, feedback for assessments in this course will be delivered in a format that is suitable for the assessment task within a period of 10 working days of submission.

References for this Course

Materials for classes and Development Tasks

Students are encouraged to explore a wide range of mediums and technologies in the development of their project.

Students should bring their own laptop computers.

Key terms used in this course

General Information

Academic Honesty and Plagiarism

Plagiarism is taking the ideas, words, images, designs or objects of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it. All written submissions are automatically checked for plagiarism using the Turnitin site.

Please see the Academic Integrity & Plagiarism website student.unsw.edu.au/plagiarism for further information.

The Learning Centre can provide support and workshops. Please see lc.unsw.edu.au. In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the Referencing Style Guidelines as outlined in the UNSW Assessment Policies.

Referencing Requirements for Assessments

This course follows the Oxford Footnote / Bibliography referencing system. Useful guidelines on how to reference according to this system can be found at: <http://libraryguides.vu.edu.au/oxford-referencing>. You may follow these guidelines in your assessment tasks, or seek additional advice from your lecturer. Oxford styles for Endnote are downloadable from the [Endnote website](#).

Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it will be marked down, or in more serious cases it may be treated as an instance of plagiarism and academic dishonesty.

Health and Safety

Ensuring student and staff health and safety is very important at UNSW Art & Design. Health and safety is everyone's responsibility. As a student, you have a responsibility not to do anything that risks your own health and safety, or the health or safety of your fellow students, staff members or visitors. This means, for example, exiting the building during a fire drill; wearing personal protective equipment and clothing (PPEC) when staff or signage instructs you to do so; undertaking induction to using equipment or carrying out processes that require specific knowledge; and reporting hazards or incidents to your lecturer or supervisor as soon as you become aware of them. For more information please see ohs.unsw.edu.au. You can also find safe work procedures relevant to your course on the UNSW Safesys website safesys.unsw.edu.au by logging in with your zID.

After Hours Access to the Paddington Campus

The core operating hours for the Paddington Campus are below. All students have access to the campus

during these hours:

- Monday to Friday 0800 – 2100
- Saturday 0900 – 1700

Some students are permitted to have “After Hours Access” (AHA) to the campus upon completion of a series of inductions. The inductions are dependent on location, as well as the types of activities undertaken in those locations. The first of these is this Primary Induction, and this must be completed online <https://my.artdesign.unsw.edu.au>. All students requiring AHA are required to complete this induction. The Primary Induction gives access to the following Low Risk areas:

Post Graduate Students

- PG Research students – Level 4 F Block, Computer Labs and Learning Commons
- Master of Art students – Level 3 F Block, Computer Labs and Learning Commons
- Master of Design students – Level 3 D Block, Computer Labs and Learning Commons
- Master of Curating and Cultural Leadership students – D207, Computer Labs and Learning Commons

4th Year Undergraduate Students

- Fine Arts – Level 1 & 3 F Block, Computer Labs and Learning Commons
- Design – Level 3 D Block, Computer Labs and Learning Commons
- Media Arts – Level 3 D Block, Computer Labs and Learning Commons

Subsequent inductions are workshop and lab specific, and are conducted face-to-face by the UNSW Art & Design Technical staff. Students and staff must first successfully complete the Primary Induction before requesting a Workshop/Lab specific Induction.

Additional Support for Students

At UNSW you can also find support and resources if you need help with your personal life, getting your academic success on track or just want to know how to stay safe. See student.unsw.edu.au/wellbeing.

Additional support for students is available by contacting the following centres:

- Student Support and Development student.unsw.edu.au/support
- Academic Skills and Support student.unsw.edu.au/academic-skills
- UNSW IT Service Centre it.unsw.edu.au/students/index.html
- The Current Student Gateway student.unsw.edu.au
- Disability Services student.unsw.edu.au/disability 02 9385 4734 -information and support for students with disabilities.