

Study guide BA Fine Art 2017 / 18
including
course descriptions BK KABK (VT and DT)

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Programme Title

BA Fine Art

Ethos

The department of fine art at the KABK aims at aligning the past of fine art with its present and its future. We embrace history and traditions and root our discourse firmly in the contemporary. At the same time we research and imagine the future of fine art as an indispensable contributor to culture, society and economy. We try to equip future artists with skills, competencies, strategies and confidence to shape their future and the future of the arts.

We embed learning at the fine art department in shared values. We see democracy, tolerance and respect as the fundament for understanding differences, living with differences and even loving differences. We understand otherness and antagonism as attractive, rather than as a threat.

We promote languages other than the use of words alone. We believe that languages that are not primarily verbal may have even stronger potential for reflecting, sharing and research.

Art comes in many, and often controversial forms. We cherish art as exciting, stimulating, motivating, pleasing, disturbing, illuminating, revealing or just beautiful. We value the small interventions as well as the great gestures. The quality of making stands side by side with the development of ideas and artistic strategies. Critical reflection and a relevant academic discourse are the kernel around which artistic practice revolves, but the most effective arguments in the debates around the arts are artworks themselves.

Students get the opportunity to expand their artistic and other skills, such as collaboration, communication, self-management, observing from unexpected angles, decision making, critical reflection and critical distance to yourself – skills that are of high value for the arts and many other professional careers in the future.

Our pedagogy has shifted from an emphasis on learning through individual experience towards learning through peers and staff in both individual, and collective engagement with the subject. We support students to position themselves in relation to the art world, and to better understand the art worlds' position within society through practice, and engagement with others. Collaboration with external agencies will increasingly gain importance in our planning.

At the fine art department a team of highly motivated artists, art historians and theorists welcomes students from the Netherlands and from all over the world. Our primary teaching language is English.

Making art can be an isolating process. As a fine art department we provide the community and the critical context that breaks this isolation. Through this community, we sustain a meaningful relationship to life and to higher art education that is at once pragmatic and idealistic. It is this collective ethos that strengthens our commitment to maintaining the high-energy of creative ambition and engagement that continue to attract students and staff to work with us.

Aim

The aim of the programme is to enable students to participate actively in the continuous renewal of art as an important contribution to the cultural, economical and social wellbeing of our societies

Objectives

The objectives of the programme are to enable students

- to develop ideas independently out of experience, critical reflection and contextual awareness and to transfer them into works of art
- to make informed decisions about the application of techniques and technologies in the execution of their ideas
- to recognise their making and thinking in the context of contemporary fine art and its historical development
- to reflect critically upon the own work and that of others
- to present their work to a wider public and to reflect upon it verbally
- to contextualise their making and the development of their strategies in writing
- to understand research as an essential part of the artistic process.

These objectives refer to the general national learning outcomes and are expanded by them

Teaching strategies

The individual learning of the student is the kernel of our teaching strategies, which are

- Independence: encourage students to work independently out of experience and experiments, with an understanding for the quality of the making, the context of the work and its strategical position, and to learn how to develop and trust intuition
- Guidance: support students through individual feedback and guidance
- Groups: foster discussions in peer situations to enable students to benefit from the context of a group
- Workshops: create an awareness for the wide options of techniques and technologies, relevant for the production of artworks
- Presentations: challenge students to rehearse the presentation of work as exhibitions and as verbal presentation
- Seminars, lectures and reading groups: provide an entrance to art history and art related theories as crucial contextual knowledge
- Theory and practice: link theory and practice through team teaching, involving teachers with experience from both fields
- Research: help students to understand research as an essential part of the artistic process and encourage to play with it

- Professional context: assist students to understand, what roles artists play in our societies, what economical, cultural, social and political conditions they have and enable them to design their future and that of the arts

Sections

40 artists support students in their learning. With respect to their own practice and interests, these artists divide into three groups: sculpture, painting & printing and autonoom. Autonoom indicates artistic interests which can differ from those in the other groups, more oriented towards concepts, performance, time based work and other strategies. Students choose one of the groups as a home base for their learning from year two onwards. Joining a section does not limit students in their choice for artistic realisations. Students can change their affiliation to a group in the course of their studies. Six art historians, art theorists and artists with a strong theoretical and research-oriented practice form the critical inquiry group and develop and deliver a theory based programme. All four groups develop the curriculum in close contact to each other.

studios

We aim to provide students with decent workplaces. They might be small at times. Students in their final year usually have access to a studio under their command. Students in year 2 and 3 share spaces as a group. It is important that the group itself takes charge of the management of the space and negotiates its use at any given time.

To maintain a working environment which is safe and accessible for everyone it is stressed how important an orderly studio regime is. The use of studios as storage should be minimised to what is absolutely essential to produce works of art at a given time. We strive to provide limited storage for art works, which have not been presented yet. Food, bottles and other leftovers must immediately be disposed.

We arrange regular cleaning days and expect from all students to participate in them. The hallways must be kept empty under all circumstances as they are emergency exits.

Progression

Year 1: propaedeutic introduction

The propaedeutic year informs the decision to continue studying for a BA in fine art, or for the double degree option. Students are prepared to choose one of the three tracks as a home base within the fine art department: painting & printing, sculpture or autonoom. At the end of the first year an assessment determines progress to the next phase.

semester 1.1

- Introduction to studying fine art
- Introduction to basic techniques: Drawing, photography, printmaking, painting, sculpture, performance etc.
- introduction to art history, theory, research and discourse
- introduction to the professional art context

semester 1,2

- Introduction to fine art practice
- Introduction to the three sections structuring the main phase: painting & printing, sculpture, autonoom
- continued introduction to art history, theory, research and discourse
- learning achievements in the propaedeutic year determine progression to the main phase
- At the end of the year students decide to join one of the three sections in the main phase

Year 2: experimentation, knowledge and understanding

The second year is based on the experience and skills gained in the first year. Students will experiment with the individual development of ideas and strategies and with a range of techniques and technologies relevant for art making in relation to, but not restricted to, their chosen section (Painting & printing, Sculpture, Autonoom). They expand their knowledge in art history, theory and research and link it to the own art making.

Semester 2.1

- establish focus on independent art making in a studio
- experiment with techniques, technologies and strategies
- develop ideas out of observation, research, insight and experience
- start to learn how to present work as display and orally
- learn how to share ideas and results with peers and teachers
- increase the understanding of the history of art making and the theoretical discourses determining contemporary art practice
- learn to link theory and practice
- understand research in relation to contemporary fine art practice

Semester 2.2

- continue focus on independent art making in a studio
- continue to develop ideas out of observation, research, insight and experience
- continue to learn how to present work as display and orally
- continue to learn how to share ideas and results with peers and teachers
- increase the understanding of the history of art making and the theoretical discourses determining contemporary art practice further
- understand research in relation to contemporary fine art practice
- understand the political, economical, social and cultural parameters which influence artists' practice

Year 3: development of a body of work and contextualisation

Based on the foundations laid in year one and two, students now begin the process of developing and presenting a body of art work. With an open mind and with well-developed experimental skills they begin to consolidate their practice, demonstrating an advanced level of decision making which will make their work distinctive. They begin to apply their skills in addressing themes that are important to them and which they regard as essential for our culture and society.

The understanding of art history, theory, research and discourse is further developed and the relevance of contextualisation of the own practice and that of others will be probed further. Preparations for a final thesis start in semester 3.2, which is to be produced in semester 4.1.

Semester 3.1

- increased focus on independent art making in the studio
- determine techniques, technologies and strategies relevant to the own practice
- refine ideas for an own body of work out of observation, research, insight and experience
- improve skills to present work as display and orally to groups
- collaborate with peers and teachers on the development of the own practice
- enhance the understanding of the history of art making and the theoretical discourses determining contemporary art practice
- practice to link theory and research with art making
- improve the understanding of the political, economical, social and cultural parameters which influence artists' practice

Semester 3.2

- continued focus on independent art making in the studio
- refine techniques, technologies and strategies relevant to the own practice
- develop an own body of work out of observation, research, insight and experience
- consolidate skills to present work as display, orally and in writing to a wider public
- continue to collaborate with peers and teachers on the development of the own practice and how to present it in public
- enhance the understanding of the history of art making and the theoretical discourses determining contemporary art practice further
- present the link of theory and research with art making
- improve the understanding of the political, economical, social and cultural parameters which influence artists' practice
- present work to a wider public

Year 4: development of a professional art practice and reflection on the role of art and artists in society

Year four aims to prepare students to establish a professional art practice. The refinement of a body of work, guided by staff and peer discussions, is paralleled by refining theoretical and writing skills. Students will plan and manage all aspects of an exhibition as a test forum for the final degree show and as a live experiment for their future professional life.

The focus in semester 4.1 lies on finalising the BA thesis. The deadline for the thesis is at the end of semester 4.1. In semester 4.2 full focus is on studio practice, in planning and executing work for final assessment and for the degree show. The final exam project resembles the individual study track (IST)

semester 4.1

- central focus on independent art making in the studio
- refine techniques, technologies and strategies relevant to the own practice

- professionalise an own body of work out of observation, research, insight and experience
- expand on the understanding of the history of art making and the theoretical discourses determining contemporary art practice and the link of theory and research with art making in a written thesis
- present work to the general public
- organise and self manage an exhibition as a group

semester 4.2

- final semester
- focus on final art project
- presentation of a body of work for final exam
- participation in the degree show
- clear understanding of the own role as artist in contemporary society

Curriculum

The curriculum spans over a period of four years and is constructed out of the following blocks at all year levels. Blocks contain specific courses.

- studio practice
- professional practice
- research practice
- critical inquiry
- electives / IST

The curriculum is delivered in three pathways:

- full time
- part time
- double degree

Full time and part time mode lead to the same degree. The learning appointments for part time students are arranged to accommodate their specific living conditions and the conditions of their jobs, where necessary. A greater proportion of independent learning is expected from them. The harmonisation between the full time curriculum and the part time curriculum is currently under development. In some instances a complete synchronisation might not be achieved this year.

The double degree pathway leads students to the achieve two bachelor degrees in parallel within four years, one in fine art and one in art history. The BA in art history is provided through the Art, Media and Society programme at Leiden University. A system of exemptions from curriculum elements has been developed to guarantee the validity for the award of the bachelor degree. In many cases the fine art elements of the curriculum resemble those for the part time students.

The double degree programme and the part time mode are not open for incoming exchange students.

studio practice

The studio remains the nucleus for all learning and teaching. In the studio the process of learning itself is made visible, for the student as well as for others. We see the studio as a space, where you can leave a thought behind and it is still there, when you return the next morning. The studio is the 'flight simulator' for professional practice. The studio in the context of an art school allows students to establish a critical and supportive community, and builds future networks and opportunities for a contemporary art practitioner.

The core of the learning in the years two, three and four of the BA-Fine Art curriculum is studio practice. Increasingly more time and credits are allocated for individual artistic work. The development of ideas and its transformation into works of art and artistic strategies stands in the foreground.

Dedicated studio spaces are made available and highly qualified artists follow students with support, guidance and critical feedback. Artist-teachers provide critique and support in regular individual tutorials and in group activities. Students are strongly advised to engage in group activities and discussions as a necessary counterbalance to the development of their individual work.

professional practice

Art is a highly individual practice and can often have a high degree of self reflection and self reference: but it is always a professional practice. The role of the artists has changed over the centuries and keeps changing with an accelerating speed in contemporary times. An art market has blossomed which provides fortunes for some investors, dealers and selected artists. Collecting works of art can be a cultural and an economic act at the same time. The desire for culture and art grows as the continuously increasing number of people visiting exhibitions, biennials and festivals shows, leaving a substantial residue for businesses and tourism. National and regional governments and city councils have developed ingenious systems to support the arts. With this as a backdrop we understand professional practice as the necessity to understand the economy of the artists now and in future.

Through a programme of lectures and seminars we want to enable the artists of the future to understand their own economy and their contribution to the economy of our societies, rather than waiting for a volatile market to pay attention and the sheer skill to attract subsidies. We invite experienced artists, curators, museum directors, collectors, gallerists, economists, legal advisors and specialists from the wide range of science and society to present their thoughts. At the same time we engage students in the thinking of the many artists initiatives and collectives active in the Netherlands and abroad and aim to provide access to alternative thinkers, political activists and institutional critique. Furthermore students exercise in organising a few group shows. The aim of professional practice is to pay tribute to the changing roles of artists and to enable the reinvention of our economy as artists.

research practice

Research practice gives students the opportunity to get acquainted with various modes of research in and through the arts. Through seminars, projects and guest lectures by artistic researchers students will understand what importance research has for the production and

perception of art and how art practice and art works contribute to our knowledge as mankind and societies, on eye level with and as an important counterpart to science. Students are provided with the opportunity to play with various notions of artistic research to inform the decision if they want to pursue research as artist actively and in what form.

critical inquiry

Art history, art theory and reflections on artistic research form under the heading critical inquiry. Understanding the history of the arts as embedded in the history of our societies is crucial to maintain a reflected stand as a contemporary artist. The contemporary discourse in art related theories inevitably provides the resonating body and the timbre for every artist today.

All students follow a mandatory programme of lectures, seminars and projects in art history and theory and in relation to artistic research. A written thesis is part of the final exam. Studio teachers and theory teachers work in close contact to each other, among others in the docking station project.

In addition to the mandatory programme students can join additional reading groups as electives to go deeper into specific issues. They can also sign up for a wide range of offers provided by Leiden University.

electives / IST

It is a tradition at KABK that students spend a certain amount of time of their studies to widen their horizon beyond their discipline. This is called the individual study trajectory (IST). IST projects are offered academy wide and foster collaboration between the ten departments. As part of the IST programme students can also get access to many offers made by Leiden University. In addition to this the fine art department has developed a range of electives, relevant for the studies of fine art. Students in year two and three must choose at least 2 electives or IST offers per semester. The final exam project contains 12 credits of IST as individual learning and practice.

Assessment

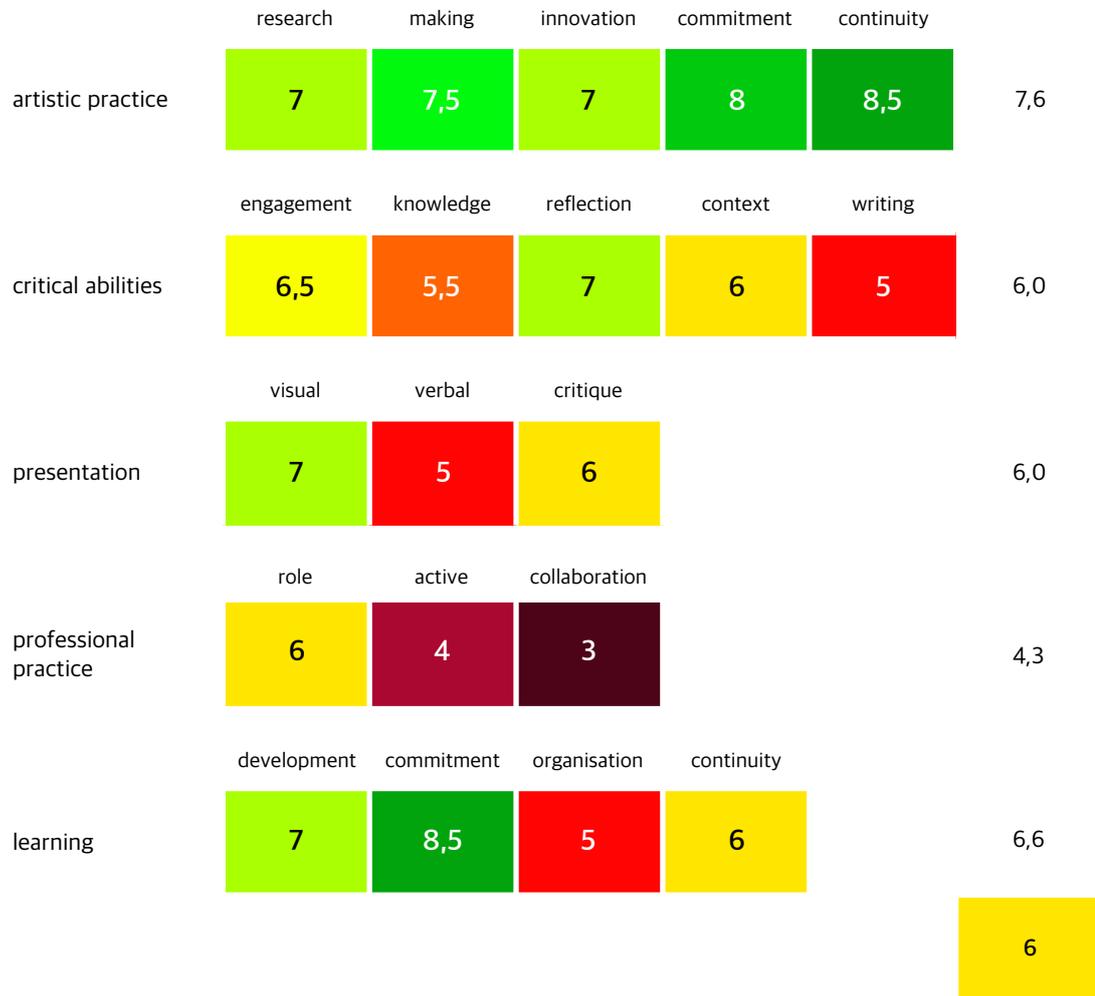
- Collective assessment: At the end of a semester the teaching teams come together to discuss the learning achievements of the individual students. All aspects of the development of the student in the past period are taken into account. This includes achievements and credits for all curriculum blocks.
- Presentations: Presentations and critical feedback sessions are arranged over the course of the semester. They may happen individually, in small groups, in the context of a section or in the year group. Some are arranged at external venues. Only art works, which have not been presented for assessment before can be included in presentations. Research, process and inquiry should be made accessible. Presentations will be assessed by specific teaching teams. The results feed into the collective assessment at the end of the semester. Assessments are in general not public, but the presentations can be visited by the wider public after assessments took place.

- Tests: Tests, papers and writing assignments accompany the learning under the heading of critical inquiry. Also other learning offers can involve written assignments. They will be marked separately and the results feed into the collective assessment.
- Study advise: The first year of the programme has a propaedeutic character. It provides the opportunity to predict the students ability to successfully fulfil the requirements of a BA degree. At the end of the year students will be provided with a positive or a negative study advise. Already at the end of the first semester it will be pointed out to students if a negative study advise might be possible.
- Final exam: Students need the required amount of credits to participate in the final exam. They also will be made aware if the teaching team sees the possibility that they might not be successful at the exam. Students will present their final exam project to a final exam team at the end of the last semester, including external examiners. A substantial paper (thesis, essay) has to be presented at the end of the first semester of the final year. All results inform the assessment team to decide if the student should be awarded the BA degree and to give a grade.
- Learning profile: Students will be provided with a learning profile after the collective assessments (except the final exam). The learning profile records the learning in relation to indicators for the achievement of learning outcomes. The learning profiles are maps to enable a student to plan the future learning.
- Assessment teams: Although learning and teaching is provided in sections (painting and printing, sculpture, autonom) teachers from within and outside of the section will form assessment teams, to provide comparability and to resemble professional practice, where usually outsiders decide on the quality of the artistic practice. In the final year external examiners with expertise from higher art education and experience from the professional world are included in assessments and exams.

Assessment plan 2017 / 18

Sem.	When	form	what	who
Year 1				
1.1	January	presentation in small groups (4-5)	predicted ability to achieve a BA (warning)	propedeuse teachers, representatives from sections
	end of semester	collective assessment / garde conference		
1.2	May	individual presentations	predicted ability to achieve a BA (study advise)	propedeuse teachers, representatives from sections
	end of semester	collective assessment / garde conference		
Year 2				
2.1	January	progress reviews within sections	learning profile	section teachers (chair TL)
	end of semester	collective assessment / garde conference		
2.2	April	4 internal assessment shows (KABK galleries)	learning profile, presentation skills	section teachers + 2 teachers from other sections (chair HOD)
	end of semester	collective assessment / garde conference		
Year 3				
3.1	September - January	crits, small groups (4) project spaces	learning profile, presentation skills, ability to critique	team of 3-5 teachers across sections
	end of semester	collective assessment / garde conference		
3.2	May	3 external assessment shows (outside KABK)	learning profile, presentation skills, ability to critique, collaboration, professional practice	section teachers + CI teacher + 2 teachers from other sections (chair HOD)
	end of semester	collective assessment / garde conference		
Year 4				
4.1	December	pre exam exhibition, external venue, whole year group	learning profile, presentation skills, ability to critique, collaboration, professional practice	mixed team, HOD, 2 external examiners
	end of semester	collective assessment / garde conference		
4.2	June	final exam	eind kwalificaties, thesis, external view	mixed team, HOD, 2 external examiners

Learning profile (example)



The learning profile will be refined and developed further in the course of the first semester.

 general credit overview

Year 1 / semester 1

	Full time	Part time	Double degree
Studio practice	21	24	24
Professional Practice	3		3
research practice			
Critical inquiry	6	6	3
Electives / IST			
	30	30	30

Year 1 / semester 2

	Full time	Part time	Double degree
Studio practice	21	21	21
Professional Practice	3	3	3
research practice			
Critical inquiry	6	6	6
Electives *	6**	6**	6**
	30	30	30

* In semester 2 , students choose 2 out of 7 electives, specifically designed for first year students.

** the credits for the 1st year electives are included in studio practice.

Year 2 / semester 1

	Full time	Part time	Double degree
Studio practice	14	15	7
Professional Practice	1	1	
research practice	2	2	
Critical inquiry	7	6	3
Electives / IST	6	6	
Art, Media and Society **			20
	30	30	30

** from Semester 2 onwards double degree students join the Arts Media and Society programme at Leiden University

Year 2 / semester 2

	Full time	Part time	Double degree
Studio practice	14	14	7
Professional Practice	2	2	
research practice	1	1	
Critical inquiry	7	7	3
Electives / IST	6	6	
Art, Media and Society			20
	30	30	30

Year 3 / semester 1

	Full time	Part time	Double degree
Studio practice	15	15	12
Professional Practice	2	2	
research practice	1	1	
Critical inquiry	6	6	3
Electives / IST	6	6	
Art, Media and Society			15
	30	30	30

Year 3 / semester 2

	Full time	Part time	Double degree
Studio practice	15	15	12
Professional Practice	2	2	
research practice	1	1	
Critical inquiry	6	6	
Electives / IST	6	6	3
Art, Media and Society			15
	30	30	30

Year 4 / semester 1

	Full time	Part time	Double degree
Studio practice	15	15	9
Professional Practice	6	6	6
research practice			
Critical inquiry	9	9	
Electives / IST			
Art, Media and Society			15
	30	30	30

Year 4 / semester 2

	Full time	Part time	Double degree
Studio practice	30	30	30
Professional Practice			
research practice			
Critical inquiry			
Electives / IST included*	(12)	(12)	
Art, Media and Society			
	30	30	30

* 12 IST credits are given for the individual research and studies for the final exam project.

Courses

year 1: propaedeutic introduction / semester 1.1**Studio practice 1: propaedeutic studio practice****ECTS**

21

Language of instruction

English

Teachers

The course is taught by a team of artists

Teaching period

one semester, 588 learning hours, including 40% independent learning (practice)

Content

Through a range of workshops and assignments students are introduced to some of the basic techniques relevant for art making. Introductions to the three sections (painting & printing, sculpture and autonoom) inform their choice for the later years. Artists provide guidance and feedback in groups and individually. The outcomes of assignments and projects are presented regularly to fellow students and staff.

learning outcomes

get acquainted with some art techniques

get acquainted with the learning environment and the learning culture in the three sections

get acquainted with the workshop facilities at KABK

collect experience in working individually and in groups to assignments

collect experience in presenting art works to peers and to discuss themes and works of others

restrictions to mobile students

no student exchange in year 1

What will be assessed

achievements in workshops and assignments, achievements against list of learning outcomes, attendance and participation, expectation to successfully complete the BA programme

Professional practice 1: introduction to cultural landscape**ECTS**

3

Language of instruction

English

Teachers

Boon / van Kints (and others)

Teaching period

one semester, 84 learning hours, including 40% independent learning

Content

Through weekly excursions and a three day excursion to museums, galleries, artist's run spaces, artist's studios and works in public space, students get an insight into the cultural landscape of the Netherlands. The visits are enriched by talks or guided tours conducted by artists, curators or other professionals.

learning outcomes

contribute to the talks and discussion and formulate own thoughts to professional curators or artists

choose a work of like or dislike and explain the choice in a short essay

organise an interview with an artist and write a report about this interview

orientation and confrontation within the art world outside the academy.

begin to understand structures and strategies in the art world

develop the ability to talk and write about art

restrictions to mobile students

no student exchange in year 1

Teaching period

full semester

What will be assessed

Students are expected to participate in various assignments.

Critical Inquiry 1a: Introduction to Art History**ECTS**

3

Language of instruction

English

Teachers

Verhoeven / Schilstra

Teaching period

one semester, 84 learning hours, including 40% independent learning

Content

Students get acquainted with the general developments in the art since 1000 b.C to the beginning of the 20th century. Major achievements in painting, sculpture, architecture, applied arts and photography will be presented.

A range of movements and styles are presented in their historical context and in relation to contemporary developments. (f.e.: archaic, classic, early christian art, romanian, gothic, islamic art, renaissance, baroque, romantic, realism)

An excursion to relevant exhibitions or a museum collection is organised twice per year.

learning outcomes

knowledge about the most important developments in the history of art

ability to recognise artworks in relation to style and historical position.

ability to analyse works of art in relation to form, function, content, material and technique

general knowledge of the social context, in which works of art have been produced

ability to present an analysis of an art work orally and in writing.

restrictions to mobile students

No student exchange in year

Teaching period

no student exchange in year 1

What will be assessed

active participation, assignments and presentations

Critical Inquiry 1b: Research and Discourse**ECTS**

3

Language of instruction

English

Teachers

Macic and ??

Teaching period

one semester, 84 learning hours, including 40% independent learning

Content

Research & Discourse (R&D) is a mandatory course for first year students from all departments of the KABK (Fine Art, Graphic Design, Photography, Textile & Fashion, Interior Architecture and Furniture Design and Interactive/Media/Design).

R&D critically relates creative practice to theory - making to thinking - within the framework of contemporary creative practices. The course is a combination of art theory and training in research skills, aiming to establish a critical and exploratory mind-set and to develop (academic) research skills of the students. R&D forms a base for learning and knowledge in the first as well as in the following study years. The program enables students to raise relevant questions, discuss different perspectives and advance their (academic) research capabilities in the context of making art and of reflection on contemporary art and society. R&D gradually prepares students to take an informed position in contemporary and interdisciplinary art discourse.

R&D is divided into two main parts: I Research, which in itself is constituted of two didactic forms: Research Seminars and Research Lectures, and II Discourse, which is offered in the form of lectures. Knowledge and insights that are problematised in the lectures are consequently discussed in the Research Seminars. The two formats of Research and Discourse therefore are intertwined and form a dynamic platform for knowledge and research.

learning outcomes

develop a research mind-set and research skills

understand an array of research methods

learn to reflect and actively engage in contemporary artistic discourse.

restrictions to mobile students

no student exchange in year 1

What will be assessed

active participation, assignments, presentations and work in small groups on writing assignments.

semester 1.2

Studio practice 2a: propaedeutic studio practice**ECTS**

21

Language of instruction

English

Teachers

The course is taught by a team of artists

Teaching period

one semester, 420 learning hours, including 40% independent learning (practice)

Content

see studio practice 1

Through a range of workshops and assignments students are introduced to some of the basic techniques relevant for art making. Introductions to the three sections (painting & printing, sculpture and autonoom) inform their choice for the later years. Artists provide guidance and feedback in groups and individually. The outcomes of assignments and projects are presented regularly to fellow students and staff.

learning outcomes

get acquainted with some art techniques

get acquainted with the learning environment and the learning culture in the three sections

get acquainted with the workshop facilities at KABK

collect experience in working individually and in groups to assignments

collect experience in presenting art works to peers and to discuss themes and works of others

restrictions to mobile students

no student exchange in year 1

What will be assessed

achievements in workshops and assignments, achievements against list of learning outcomes, attendance and participation, expectation to successfully complete the BA programme

Studio practice 2b: propaedeutic electives**ECTS**

6

Language of instruction

English

Teachers

The course is taught by an artist teacher, a theory teacher or a guest

Teaching period

one semester, 84 learning hours per elective, including 40%-60% independent learning

Content

Students choose 2 out of 7 electives. Electives can be technical workshops, a seminar or an externally provided experience:

- Photography: expanded workshop
- Video: expanded workshop
- Printmaking: expanded workshop
- Textile: in cooperation with the fashion and textile department
- Cinema: lectures and viewings
- no room for space: in cooperation with the Interior architecture department
- Reading The Hague: an introduction to the cultural institutions and heritage of the City, provided by Stroom

learning outcomes

depending on electives. detailed description will be available at the beginning of the semester

restrictions to mobile students

no student exchange in year 1

What will be assessed

active attendance and / or assignments

Professional practice 2a: website workshop**ECTS**

1

Language of instruction

English

Teachers

external specialist

Teaching period

30 taught hours and individual support

Content

Students are made familiar with basic principles and techniques to develop a website, not as promotion tool, but as record of their learning, the development of their artworks and their research. All websites are collected under a common portal and will also be used as an aide memoire for assessment purposes.

learning outcomes

build and maintain a basic website

restrictions to mobile students

no student exchange in year 1

What will be assessed

active participation and publishing of a website on the provided portal

Professional practice 2b: one week placement**ECTS**

1

Language of instruction

English

Teachers

external placement

Teaching period

40 hours

learning outcomes

experience professional practice at a gallery, a museum, an artists initiative or with an artist

restrictions to mobile students

no student exchange in year 1

What will be assessed

active participation

Professional practice 2c: ABPW (academy wide project week)**ECTS**

1

Language of instruction

English

Teachers

The course has been developed by two artists and is supported by all 1st year teachers.

Teaching period

30 hours

Content

1st year students from all departments at the KABK gather in mixed groups for a joined project addressing a common theme under the supervision of teachers. The project is kickstarted by lectures and culminates in a presentation.

learning outcomes

get acquainted with students from across KABK

ability to work in groups

ability to address a theme creatively in a short period of time

restrictions to mobile students

No student exchange in year 1

What will be assessed

active participation in the project and the final presentation, collaborative skills, creative ability

Critical Inquiry 2a: Introduction to Art History**ECTS**

3

Language of instruction

English

Teachers

Verhoeven / Schilstra

Teaching period

one semester, 84 learning hours, including 40% independent learning

Content

Students get acquainted with the general developments in the art since 1000 b.C to the beginning of the 20th century. Major achievements in painting, sculpture, architecture, applied arts and photography will be presented.

A range of movements and styles are presented in their historical context and in relation to contemporary developments. (f.e.: archaic, classic, early christian art, romanian, gothic, islamic art, renaissance, baroque, romantic, realism)

An excursion to relevant exhibitions or a museum collection is organised twice per year.

learning outcomes

knowledge about the most important developments in the history of art

ability to recognise artworks in relation to style and historical position.

ability to analyse works of art in relation to form, function, content, material and technique

general knowledge of the social context, in which works of art have been produced

ability to present an analysis of an art work orally and in writing.

restrictions to mobile students

No student exchange in year

Teaching period

no student exchange in year 1

What will be assessed

active participation, assignments and presentations

Critical Inquiry 2b: Research and Discourse**ECTS**

3

Language of instruction

English

Teachers

Macic and ??

Teaching period

one semester, 84 learning hours, including 40% independent learning

Content

se Critical Inquiry 1b

Research & Discourse (R&D) is a mandatory course for first year students from all departments of the KABK (Fine Art, Graphic Design, Photography, Textile & Fashion, Interior Architecture and Furniture Design and Interactive/Media/Design).

R&D critically relates creative practice to theory - making to thinking - within the framework of contemporary creative practices. The course is a combination of art theory and training in research skills, aiming to establish a critical and exploratory mind-set and to develop (academic) research skills of the students. R&D forms a base for learning and knowledge in the first as well as in the following study years. The program enables students to raise relevant questions, discuss different perspectives and advance their (academic) research capabilities in the context of making art and of reflection on contemporary art and society. R&D gradually prepares students to take an informed position in contemporary and interdisciplinary art discourse.

R&D is divided into two main parts: I Research, which in itself is constituted of two didactic forms: Research Seminars and Research Lectures, and II Discourse, which is offered in the form of lectures. Knowledge and insights that are problematised in the lectures are consequently discussed in the Research Seminars. The two formats of Research and Discourse therefore are intertwined and form a dynamic platform for knowledge and research.

learning outcomes

develop a research mind-set and research skills

understand an array of research methods

learn to reflect and actively engage in contemporary artistic discourse.

restrictions to mobile students

no student exchange in year 1

What will be assessed

active participation, assignments, presentations and work in small groups on writing assignments.

Year 2: Experimentation, knowledge and understanding / Semester 2.1

Studio practice 3

ECTS

14

Language of instruction

English

Teachers

The course is taught by a team of artists

Teaching period

one semester, 392 learning hours, including 50% independent learning (practice)

Content

Students are guided by professional artists as teachers to make their own choices and to develop their own ideas based on the experience, research and knowledge they have gained so far. They will be guided to take advantage of the techniques and technologies provided through the workshops within the academy. They are also encouraged to seek external technical advice, if facilities cannot be provided internally.

Contemporary art practice requires an open mind. Therefore, students are expected to utilise year two for experimentation. Students are encouraged to produce both individual and collaborative work. They are asked to work directly from their personal ideas and viewpoints, to improvise quickly and to articulate further choices. Works are collectively analysed and critiqued within the group; for example, how a different form could be used to emphasise a certain idea and how the space around a work affects its context.

Regular presentations of ideas and work to the group of peers and to the teaching staff are essential in this process.

learning outcomes

to be able to make choices based on artistic experiments and improvisation

to develop an understanding for the importance of quality in making

to be able to link research, knowledge and theories to art practice

to collaborate with their peers

to be able to present works and ideas to their peers and teachers

to be able to analyse and discuss the work of others

restrictions to mobile students

No student exchange in year 2

What will be assessed

achievements against list of learning outcomes, attendance and participation, exhibition skills and contextual awareness as made visible in a presentation

Professional practice 3: professional practice week**ECTS**

1

Language of instruction

English

Teachers

The course is delivered as presentations and scissions with external guests

Teaching period

30 hours plus individual work on an assignment

Content

Guests representing a range of roles in the professional art world talk about their experience and advise for the student's future. Podium discussions accompany the presentations guest can be:

artists

gallerists

curators / directors

art collectors

researchers

festival directors

artists' initiatives

learning outcomes

get acquainted with the range of roles in the professional art world

inform the decision of which role to take in future

inform how to develop and define future roles and the accompanying economy

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation, written assignment

Research practice 1:**ECTS**

2

Language of instruction

English

Teachers

The course is taught by an artist / researcher and guests. students can choose between 2 optional teams.

Teaching period

one semester, 56 learning hours

Content

Research Practice 1 departs from the current debate on research in the arts, in order to analyse, critique and question the phenomenon of artistic research and the discourse surrounding it, in relation to more general issues within a contemporary art context and culture production. Examination of the role of the artist, who adopts a strategic stance vis-a-vis research and the academic world and calls for a critical reorganisation of the fields of knowledge and practice. The aim is to enable students to critique their immediate field – academic, social, political, economical, from local to global – while reflecting on their own artistic process and determining a wide array of theoretical, cultural, ideological references.

The semester is divided into four different blocks: Introduction to Artistic Research, Knowledge Economies, Performative Research and Documentation.

learning outcomes

Capacity to verbalise the creative process and to develop a discourse around their work.

Capacity to identify, document and make visible their main research topics, and the critical moments in their artistic process.

Capacity to adopt criticism fruitfully.

Motivation to find new references and to relate their work to a specific context

Participation in class and active questioning of the main topics discussed in relation to their own practice.

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation and an assignment

Critical Inquiry 3a: Art History and Theory**ECTS**

6

Language of instruction

English

Teachers

Koekelbergh / Landre / Schilstra

Teaching period

one semester, 168 learning hours, including 40% independent learning

Content

Students get acquainted with the canon of modern art. The main art movements and canonical works from the late 19th, 20th and 21st centuries are discussed in their historical context and a relationship to contemporary developments and the own practice is elucidated.

learning outcomes

understand the major artistic movements in the 19th, 20th and 21st centuries

ability to know and recognise canonical works from this period.

ability to identify the creators and approximate dates of production of works and relate them to relevant artistic movements.

ability to describe and interpret style and content

achieve general knowledge of the social context in which works were created.

ability to use art historical knowledge to position the own work.

ability to designate artists from the past and present whose oeuvre has kinship with the own work.

ability to express and communicate thoughts about art both verbally and in writing.

ability to produce a presentation on a chosen topic with visual aids

Assignments: verbal (Powerpoint) presentation, two written exhibition reviews, written exam

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation, presentations, written papers

Critical Inquiry 3b: Studium Generale**ECTS**

1

Language of instruction

English

Teachers

The course is coordinated by an artist and includes presentations by a range of guests under a selected theme

Teaching period

one semester, 28 learning hours

Content

A series of lectures developed under specific themes. Mandatory for all students across the KABK at year level 1 or 2. Themes change from semester to semester and address contemporary political topics relevant for the context of art and design.

learning outcomes

sharpen the understanding of contemporary discourse
understand the relationship between socio-political topics and the production and perception of art.

restrictions to mobile students

No student exchange in year 2

Assessment strategies

active participation

Electives / IST 1:**ECTS**

6

Language of instruction

English

Teachers

The courses are taught by various artists, theoreticians or guests

Teaching period

one semester, 168 learning hours, including 40%-60% independent learning

Content

Electives and IST courses (Individual Study Trajectory) offer the opportunity to specialise, experiment, and deepen knowledge. Specific subjects and themes are addressed, offer the opportunity for gaining knowledge and collaborating with other students. These courses have different formats, ranging from workshops (fostering technical skills to improve the quality of making), thematic projects (based upon the specialisms of the teaching artists) or reading groups (offering the opportunity to deepen and broaden the insight in texts and theories)

While the IST courses are interdisciplinary, offered to students from all departments - and in some cases including students from Leiden University -, electives are tailor made for Fine Art students.

The composition of electives offered changes every year. Students choose two electives / ist per semester

For semester 2.1 in 2017 / 18 the following electives will be prepared in addition to the academy wide IST programme:

Big model, drawing lab, on sound, ceramics, artists and composers, painting techniques, collaboration with tent in Rotterdam, collaboration with Beelden an Zee in Scheveningen, expanded sculpture, overprint, performance, art & politics 1, guest elective

learning outcomes

learning outcomes vary from elective to elective. A more specific list will be presented at the beginning of the semester.

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation, specific assignments and / or presentations

Semester 2.2

Studio practice 4:

ECTS

15

Language of instruction

English

Teachers

The course is taught by a team of artists

Teaching period

one semester, 420 learning hours, including 50% independent learning (practice)

Content

Students are guided by professional artists as teachers to make their own choices and to develop their own ideas based on the experience, research and knowledge they have gained so far. They will be guided to take advantage of the techniques and technologies provided through the workshops within the academy. They are also encouraged to seek external technical advice, if facilities cannot be provided internally.

Contemporary art practice requires an open mind. Therefore, students are expected to utilise year two for experimentation. Students are encouraged to produce both individual and collaborative work. They are asked to work directly from their personal ideas and viewpoints, to improvise quickly and to articulate further choices. Works are collectively analysed and critiqued within the group; for example, how a different form could be used to emphasise a certain idea and how the space around a work affects its context.

Regular presentations of ideas and work to the group of peers and to the teaching staff are essential in this process.

learning outcomes

to be able to make choices based on artistic experiments and improvisation

to develop an understanding for the importance of quality in making

to be able to link research, knowledge and theories to art practice

to collaborate with their peers

to be able to present works and ideas to their peers and teachers

to be able to analyse and discuss the work of others

restrictions to mobile students

No student exchange in year 2

What will be assessed

achievements against list of learning outcomes, attendance and participation, exhibition skills and contextual awareness as made visible in a presentation

Professional practice 4:**ECTS**

2

Language of instruction

English

Teachers

The course is supported by a team of artists and theoreticians

Teaching period

56 hours

Content

development of an exhibition of the section group in the KABK gallery: including development of work, preparation, curation, PR, finances and general management.

learning outcomes

experimenting with exhibitions as a form of professional practice

restrictions to mobile students

No student exchange in year 2

What will be assessed

The course feeds into the collective assessment at the end of the semester. The individual presentation and the achievements of the group will be assessed against the general learning outcomes.

Research practice 2:**ECTS**

1

Language of instruction

English

Teachers

The course is taught by an artist / researcher and guests. students can choose between 2 optional teams.

Teaching period

28 hours

Content

Contemporary artistic practice is not necessarily bound to one discipline in particular and therefore calls for a multi/inter/cross/disciplinary approach to research. Connections between the visual arts and other disciplines are explored, such as literature, philosophy, film, theatre, psychoanalysis, theory and science. Students learn to understand differences how academic/scientific research and artistic research relate to each other and to understand the differences.

Research skills are advanced, such as critical reading, writing, searching and organising sources (images, texts, video, photography, documentary and sound material).

Different stages and aspects of artistic research are reflected upon and put into practice. In group and in individual assignments students work intensively on furthering their imagination, self-awareness, processes, planning, time-management, development of conceptual theme's and relation to materials and space.

Students reflect on their artistic personality by working with autobiographical sources like memories, objects and stories.

learning outcomes

learn to conceptualise, conduct and document research
understand methods, skills, materials, concepts and mind-set necessary to conduct comprehensive research.

learn how to practically do research in different media, theme's and materials

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation, saignements, presentations

Critical Inquiry 4a: Art History and Theory**ECTS**

6

Language of instruction

English

Teachers

Koekelberg, Landre, Schilstra

Teaching period

one semester, 168 learning hours, including 40% independent learning

Content

The focus is on selected periods of time, e.g. the avant-garde (ca. 1900-1945), post-war art (ca. 1945 - 1965), period of change (1965 - 1985), etc. Within each period, different artistic trends, practices and examples are presented to the students. The intention of the programme is to offer the students insights into the 'ecosystem' of a certain period and how the different developments in society (economy, history, politics, society) influenced the arts and how different artistic developments relate to each other, how they are similar and how they differ.

learning outcomes

understand relevant art historical data and different art historical approaches and theories

develop an insight into a range of different artistic practices and into how they relate to each other (or not)

the ability to place historical information in an art historical context

(re-)interpret art historical approaches, in relation to contemporary practices

use this art historical knowledge to position the student's own work.

The ability to designate artists from the past and present whose oeuvre has kinship with the students own work.

restrictions to mobile students

No student exchange in year

Teaching period

full semester

What will be assessed

verbal (PowerPoint) presentations, two written exhibition reviews, written exam

Critical Inquiry 4b: Studium Generale**ECTS**

1

Language of instruction

English

Teachers

The course is coordinated by an artist and includes presentations by a range of guests under a selected theme

Teaching period

one semester, 28 learning hours

Content

A series of lectures developed under specific themes. Mandatory for all students across the KABK at year level 1 or 2. Themes change from semester to semester and address contemporary political topics relevant for the context of art and design.

learning outcomes

sharpen the understanding of contemporary discourse
understand the relationship between socio-political topics and the production and perception of art.

restrictions to mobile students

No student exchange in year 2

Assessment strategies

active participation

Electives / IST 2:**ECTS**

6

Language of instruction

English

Teachers

The courses are taught by various artists, theoreticians or guests

Teaching period

one semester, 168 learning hours, including 40%-60% independent learning

Content

Electives and IST courses (Individual Study Trajectory) offer the opportunity to specialise, experiment, and deepen knowledge. Specific subjects and themes are addressed, offer the opportunity for gaining knowledge and collaborating with other students. These courses have different formats, ranging from workshops (fostering technical skills to improve the quality of making), thematic projects (based upon the specialisms of the teaching artists) or reading groups (offering the opportunity to deepen and broaden the insight in texts and theories)

While the IST courses are interdisciplinary, offered to students from all departments - and in some cases including students from Leiden University -, electives are tailor made for Fine Art students.

The composition of electives offered changes every year. Students choose two electives / ist per semester

For semester 2.2 and 3.2 in 2017 / 18 the following electives will be prepared in addition to the academy wide IST programme:

digital media lab, drawing lab, video editing, ceramics, performance, painting techniques, collaboration with NEST, food and art, art & politics 2, on video art, reading group, guest electives

learning outcomes

learning outcomes vary from elective to elective. A more specific list will be presented at the beginning of the semester.

restrictions to mobile students

No student exchange in year 2

Assessment strategies

active participation, specific assignments and / or presentations

Year 3: Development of a body of work and contextualisation / Semester 3.1

Studio practice 5a:

ECTS

12

Language of instruction

English

Teachers

The course is taught by a team of artists and theory teachers

Teaching period

one semester, 336 learning hours, including 60% independent learning (practice)

Content

The individual aims, desires and fascinations of the student are being synchronised with an awareness of the public relevance of these aims. Only when individual obsessions are related or relatable to a broader perspective can art reach and touch other people.

Students test the application of their skills and utilise them for the development of a body of work with a level of coherence.

While experimentation and improvisation guide all art practice, artists constantly fine tune their skills in the process of decision making. Decisiveness determines the quality of work and leads to a convincing body of work and a coherent art practice. The courses studio practice 5a and 6 support students in the refinement of techniques, technologies and strategies relevant to their practice. The process of developing a body of work out of observation, research, insight and experience begins. Analysing and discussing art works and relevant themes in the group of peers continues. The insight into how historical, social, political, economic and cultural circumstances influence one's work and that of others will increase. More clarity about the link between experience, research and theories to art practice will be achieved. In regular group sessions, presentation skills will be sharpened.

learning outcomes

kick-start the development of a body of work

improve the quality of making

to be able to apply research, knowledge and theories to art practice

to collaborate with peers

to be able to present works and ideas to peers and teachers

to be able to contextualise the own work and that of others

restrictions to mobile students

No student exchange in year

What will be assessed

achievements against list of learning outcomes, attendance and active participation, exhibition skills, oral presentation skills and contextual awareness as made visible in a presentation

Studio practice 5b: docking station**ECTS**

3

Language of instruction

English

Teachers

The course is taught by a team of artists and theoreticians

Teaching period

one semester, 84 learning hours, including 60% independent learning (practice)

Content

Docking Station involves the integration of theory and practice. These days, the integration of theory and practice in each individual practice is more than a mere experiment: it is an essential characteristic of contemporary art practice. This is a challenge for tutors as well as for students. Therefore the purpose of Docking Station is twofold: first, for teachers to develop stimulating and new insights into art education and to create innovative educational formats in which practical and theoretical education are fully integrated; and second, to stimulate students to develop a self-critical, reflexive, independent and inquisitive attitude. Docking Station runs during the second half of the first semester for second year students of all departments of the Royal Academy. During this period, every department organises a thematic project, which is prepared and tutored by (at least) two lecturers in close collaboration: an art theory lecturer and a practice lecturer.

Docking Station aims at thematic, research based education in workshop format. The focus is on creating an inspiring and intellectual climate. Students' independence and self-study play a central role. The pairs of lecturers guide students in an integrated process of thinking and making. Students write a report on their contribution to the project. Docking Station is evaluated each year by the individual departments and discussed in an academy-wide working group.

learning outcomes

development of a self-critical, reflexive, independent and inquisitive attitude

ability to link theory and practice in relation to the own individual work

awareness of the historical and theoretical context of fine art production

restrictions to mobile students

open for exchange students

What will be assessed

active participation, presentation

Professional practice 5: critical feedback**ECTS**

2

Language of instruction

English

Teachers

The course is taught by a team of artists and theoreticians

Teaching period

58 hours

Content

All students of the year group prepare a presentation in small groups in the project spaces. The presentation culminates in a critical feedback session (crit) as in depth discussion of the own work and that of others.

learning outcomes

prepare substantial work for a presentation
arrange an appropriate visual presentation of the work
ability to speak about the process and research leading to the work
ability to critically reflect upon the own work and that of others

restrictions to mobile students

open for exchange students

What will be assessed

an assessment team will assess against the general learning outcomes. Results feed into the collective assessment at the end of the semester.

Research practice 3:**ECTS**

1

Language of instruction

English

Teachers

various lectures coordinated by an artist / researcher

Teaching period

30 hours (including independent learning)

Content

Artist engaged in various forms of research and / or inquiry present their work, their research and their position to contemporary artistic research

learning outcomes

understand the various options of conducting research in the context of the arts

develop an individually strategy towards research in and through the arts

enable to play with various forms of artistic research and to reflect upon it

restrictions to mobile students

open for exchange students

What will be assessed

active participation and the research component at the collective assessment

Critical Inquiry 5: Art History and Theory**ECTS**

6

Language of instruction

English

Teachers

Koekelbergh / Landre / Schilstra

Teaching period

one semester, 168 learning hours, including 50% independent learning

Content

In semester 3.1 and 3.2 the focus is on theoretical aspects of art, art theory, philosophy, literature theory, sociology, politics and related issues. The program is structured along four clusters, that are composed of several related topics. During each cluster two examples of works and/or artistic practices are introduced that function as a guiding line in the exploration of a selection of theoretical concepts, e.g. Autobiography, Engagement, Globalisation and Digitalisation, and their interrelation.

Students are confronted with important questions in philosophical aesthetics: What is art and what is its value? What is the social function of art, what is beauty, what is interpretation, does art produce knowledge (and if so, what kind of knowledge), how do 'form' and 'content' of an artwork relate to each other, etc. Students are introduced to the varying answers that different philosophers have given to these questions in the course of time. Also, important art-theoretical notions and concepts are discussed, such as: mimesis, representation, symbol, the sublime etc. By discussing these questions and concepts students are trained in forming their own opinions and underpinning their views concerning these issues.

learning outcomes

knowledge of key theoretical concepts and terms

understanding of relevance of theory in relation to artistic practice

insight into discussion and interpretation of theory

basis to develop critical thinking and development of own theoretical (artistic) principles

knowledge of sources, materials and analysis and research skills

understand different and at times contradicting theoretical viewpoints that ideally challenge to determine and sharpen their own position.

restrictions to mobile students

open for exchange students

What will be assessed

Assignments: collaborative assignments in pairs of students

Electives / IST 3:**ECTS**

6

Language of instruction

English

Teachers

The courses are taught by various artists, theoreticians or guests

Teaching period

one semester, 168 learning hours, including 40%-60% independent learning

Content

Electives and IST courses (Individual Study Trajectory) offer the opportunity to specialise, experiment, and deepen knowledge. Specific subjects and themes are addressed, offer the opportunity for gaining knowledge and collaborating with other students. These courses have different formats, ranging from workshops (fostering technical skills to improve the quality of making), thematic projects (based upon the specialisms of the teaching artists) or reading groups (offering the opportunity to deepen and broaden the insight in texts and theories)

While the IST courses are interdisciplinary, offered to students from all departments - and in some cases including students from Leiden University -, electives are tailor made for Fine Art students.

The composition of electives offered changes every year. Students choose two electives / ist per semester

For semester 2.1 in 2017 / 18 the following electives will be prepared in addition to the academy wide IST programme:

Big model, drawing lab, on sound, ceramics, artists and composers, painting techniques, collaboration with tent in Rotterdam, collaboration with Beelden an Zee in Scheveningen, expanded sculpture, overprint, performance, art & politics 1, guest elective

learning outcomes

learning outcomes vary from elective to elective. A more specific list will be presented at the beginning of the semester.

restrictions to mobile students

No student exchange in year 2

What will be assessed

active participation, specific assignments and / or presentations

Semester 3.2

Studio practice 6:

ECTS

15

Language of instruction

English

Teachers

The course is taught by the team of artists and theory teachers

Teaching period

one semester, 420 learning hours, including 60% independent learning (practice)

Content

see studio practice 5a

The individual aims, desires and fascinations of the student are being synchronised with an awareness of the public relevance of these aims. Only when individual obsessions are related or relatable to a broader perspective can art reach and touch other people.

Students test the application of their skills and utilise them for the development of a body of work with a level of coherence.

While experimentation and improvisation guide all art practice, artists constantly fine tune their skills in the process of decision making. Decisiveness determines the quality of work and leads to a convincing body of work and a coherent art practice. The courses studio practice 5a and 6 support students in the refinement of techniques, technologies and strategies relevant to their practice. The process of developing a body of work out of observation, research, insight and experience begins. Analysing and discussing art works and relevant themes in the group of peers continues. The insight into how historical, social, political, economic and cultural circumstances influence one's work and that of others will increase. More clarity about the link between experience, research and theories to art practice will be achieved. In regular group sessions, presentation skills will be sharpened.

learning outcomes

kick-start the development of a body of work

improve the quality of making

to be able to apply research, knowledge and theories to art practice

to collaborate with peers

to be able to present works and ideas to peers and teachers

to be able to contextualise the own work and that of others

restrictions to mobile students

open for exchange students

What will be assessed

achievements against list of learning outcomes, attendance and active participation, exhibition skills, oral presentation skills and contextual awareness as made visible in a presentation

Professional practice 6:**ECTS**

2

Language of instruction

English

Teachers

The course is supported by a team of artists and theoreticians

Teaching period

56 hours

Content

development of an exhibition of the section group in a public venue: including development of work, preparation, curation, PR, finances and general management.

learning outcomes

experimenting with exhibitions as a form of professional practice

restrictions to mobile students

open for exchange students

What will be assessed

The course feeds into the collective assessment at the end of the semester. The individual presentation and the achievements of the group will be assessed against the general learning outcomes.

Research practice 5:**ECTS**

1

Language of instruction

English

Teachers

various lectures coordinated by an artist / researcher

Teaching period

30 hours (including independent learning)

Content

Artist engaged in various forms of research and / or inquiry present their work, their research and their position to contemporary artistic research

learning outcomes

understand the various options of conducting research in the context of the arts

develop an individually strategy towards research in and through the arts

enable to play with various forms of artistic research and to reflect upon it

restrictions to mobile students

open for exchange students

What will be assessed

active participation and the research component at the collective assessment

Critical Inquiry 6:**ECTS**

6

Language of instruction

English

Teachers

Koekelbergh / Landre / Schilstra

Teaching period

one semester, 168 learning hours, including 50% independent learning

Content

In semester 3.1 and 3.2 the focus is on theoretical aspects of art, art theory, philosophy, literature theory, sociology, politics and related issues. The program is structured along four clusters, that are composed of several related topics. During each cluster two examples of works and/or artistic practices are introduced that function as a guiding line in the exploration of a selection of theoretical concepts, e.g. Autobiography, Engagement, Globalisation and Digitalisation, and their interrelation.

Students are confronted with important questions in philosophical aesthetics: What is art and what is its value? What is the social function of art, what is beauty, what is interpretation, does art produce knowledge (and if so, what kind of knowledge), how do 'form' and 'content' of an artwork relate to each other, etc. Students are introduced to the varying answers that different philosophers have given to these questions in the course of time. Also, important art-theoretical notions and concepts are discussed, such as: mimesis, representation, symbol, the sublime etc. By discussing these questions and concepts students are trained in forming their own opinions and underpinning their views concerning these issues.

learning outcomes

knowledge of key theoretical concepts and terms

understanding of relevance of theory in relation to artistic practice

insight into discussion and interpretation of theory

basis to develop critical thinking and development of own theoretical (artistic) principles

knowledge of sources, materials and analysis and research skills

understand different and at times contradicting theoretical viewpoints that ideally challenge to determine and sharpen their own position.

restrictions to mobile students

open for exchange students

What will be assessed

Assignments: collaborative assignments in pairs of students

Electives / IST 5:**ECTS**

6

Language of instruction

English

Teachers

The courses are taught by various artists, theoreticians or guests

Teaching period

one semester, 168 learning hours, including 40%-60% independent learning

Content

Electives and IST courses (Individual Study Trajectory) offer the opportunity to specialise, experiment, and deepen knowledge. Specific subjects and themes are addressed, offer the opportunity for gaining knowledge and collaborating with other students. These courses have different formats, ranging from workshops (fostering technical skills to improve the quality of making), thematic projects (based upon the specialisms of the teaching artists) or reading groups (offering the opportunity to deepen and broaden the insight in texts and theories)

While the IST courses are interdisciplinary, offered to students from all departments - and in some cases including students from Leiden University -, electives are tailor made for Fine Art students.

The composition of electives offered changes every year. Students choose two electives / ist per semester

For semester 2.2 and 3.2 in 2017 / 18 the following electives will be prepared in addition to the academy wide IST programme:

digital media lab, drawing lab, video editing, ceramics, performance, painting techniques, collaboration with NEST, food and art, art & politics 2, on video art, reading group, guest electives

learning outcomes

learning outcomes vary from elective to elective. A more specific list will be presented at the beginning of the semester.

restrictions to mobile students

No student exchange in year 2

Assessment strategies

active participation, specific assignments and / or presentations

Year 4: Development of a professional art practice / Semester 4.1**Studio practice 7:****ECTS**

15

Language of instruction

English

Teachers

The course is taught by a team of artists and theory teachers

Teaching period

one semester, 420 learning hours, including 70% independent learning (practice)

Content

Knowledge, understanding, independence and skilfulness are the basis of professional art practice. Constant innovation based on experience and continuous art making determine artistry. The ability to position one's own work and that of others in the context of our culture, society and the various streams of a professional art world is essential to profession as an artist. In the final year of the BA Fine Art programme at KABK students work towards a professional practice based on such foundations. Studio practice five enables students to professionalise a body of work and to present it to publics.

learning outcomes

professionalise the development of a body of work
master the application of research, knowledge and theories to art practice
present works and ideas to peers, teachers and a wider public in a public exhibition
link the own work and that of others to a written thesis (see critical inquiry: thesis)

restrictions to mobile students

No student exchange in year

Teaching period

full semester

What will be assessed

achievements against list of learning outcomes, attendance and active participation, exhibition skills, oral presentation skills and contextual awareness as made visible in a presentation

Professional practice 7: pre exam exhibition**ECTS**

6

Language of instruction

English

Teachers

The course is taught by a team of artists and theoreticians

Teaching period

168 hours, mostly independent learning

Content

Towards the end of the semester students over all three sections will exhibit their work in a public venue. They plan the exhibition themselves, apply for funding, test public and private fundraising, find the venue, find and contract a curator, prepare all PR material and produce a catalogue if the self-raised funding permits it. A programme of public events, like seminars, talks, and performance evenings, accompany the show. The self-management takes advantage of the experience of previous year groups and of the experience of teaching staff.

learning outcomes

experience all aspects of self-managing an exhibition

experience with taking tasks and responsibilities in a group

managing a group

experience the pressure of producing art works and its dissemination in a public context at the same time

restrictions to mobile students

No student exchange in year 4

What will be assessed

The course feeds into the collective assessment at the end of the semester. The individual presentation and the achievements of the group will be assessed against the general learning outcomes.

Critical Inquiry 6: Thesis**ECTS**

9

Language of instruction

English

Teachers

Koekelbergh / Landre / Schilstra

Teaching period

one semester, 252 learning hours, including 80% independent learning

Content

The experience over the years with linking history and theory with the own art practice culminates in a written thesis. Theory staff and studio tutors advise on the choice of a theme and theory staff accompany the writing process. The thesis must be handed in at the end of the semester. It will be examined in the following semester and the results feed into the collective assessment at the end of the year.

learning outcomes

ability to choose a topic which has relevance for the current debates on contemporary art and for the own work at the same time
ability to do research in relation to the topic
ability to write a substantial thesis on a chosen subject

restrictions to mobile students

No student exchange in year 4

What will be assessed

The thesis will be assessed against the general learning outcomes. Results feed into the final exam

Semester 4.2

Studio practice 8: Final Exam Project

ECTS

30

Language of instruction

English

Teachers

The course is taught by a team of artists

Teaching period

one semester, 840 learning hours, including 70% independent learning (practice)

Content

Semester eight is solely dedicated to the preparation and production of the work to be presented for the final exam and in the degree show. The experience from former semesters culminates in a refined presentation of substantial work. Studio practice, professional practice and critical inquiry weave together and give a first proposal for the formulation of the own future position as artist.

learning outcomes

produce a substantial body of work to be presented for the final exam and in the degree show

weave all experiences with studio practice, critical inquiry and professional practice together
ability to present work visually and verbally

restrictions to mobile students

No student exchange in year 4

What will be assessed

achievements against list of learning outcomes, attendance and active participation, exhibition skills, oral presentation skills and contextual awareness as made visible in the final presentation, expectation to contribute to the professional art world of the future.

table of general learning outcomes

Year 1	creative ability	<ul style="list-style-type: none"> the basic foundation to develop a range of ideas and to transfer them to art making the ability to dispose of a range of skills relevant for the own art making
	critical reflection and contextual awareness	<ul style="list-style-type: none"> the ability to understand works of art in comparison to a wider context a basic understanding of art history and art related theories as provided through the Critical Inquiry programme
	communication	<ul style="list-style-type: none"> basic skills to present the own plans, ideas and artworks and to communicate with a wider public within the academy and /or the artworld outside
	Organisation and collaboration	<ul style="list-style-type: none"> an understanding of the importance to organise the own working and learning process and to maintain an appropriate working environment have an understanding for the necessity to collaborate with others inside and outside the academy
	growth and innovation	<ul style="list-style-type: none"> the ability to reflect on the own learning experience since and before the entrance into the academy
Year 2	creative ability	<ul style="list-style-type: none"> the ability to develop ideas and content and to transfer them to art making the ability to translate ideas into works of arts through the application of appropriate skills and aptitudes
	critical reflection and contextual awareness	<ul style="list-style-type: none"> the ability to evaluate the own works of art and the work of others in comparison to a wider context a thorough understanding of art history and art related theories as provided through the Critical Inquiry programme
	communication	<ul style="list-style-type: none"> experience with presenting the own plans, ideas and artworks and with communication with a wider public within the academy and /or the artworld outside
	Organisation and collaboration	<ul style="list-style-type: none"> ability to organise the own working and learning process and to maintain an appropriate working environment the ability to collaborate with others inside and outside the academy
	growth and innovation	<ul style="list-style-type: none"> the ability to plan the own development as an artist and as a learner
Year 3	creative ability	<ul style="list-style-type: none"> the ability to develop ideas, content and artistic strategies and to transfer them to art making the ability to translate ideas into works of arts through the refined application of appropriate skills and aptitudes
	critical reflection and contextual awareness	<ul style="list-style-type: none"> the ability to provide a critical reflection upon the own works of art and the work of others. an advanced understanding of art history and art related theories
	communication	<ul style="list-style-type: none"> advanced experience with presenting the own plans, ideas and artworks and with communication with a wider public within the academy
	Organisation and collaboration	<ul style="list-style-type: none"> ability to organise the own working and learning process and to maintain an appropriate working environment experience in collaborating with others inside and outside the academy
	growth and innovation	<ul style="list-style-type: none"> the ability to combine the need for experiments with planned development of learning, knowledge, skills and art making
Year 4	creative ability	<ul style="list-style-type: none"> the ability to translate individual ideas and research into authentic works of art through the application of appropriate skills, techniques, technologies and artistic strategies and the ability to develop an art practice and to present a body of work
	critical reflection and contextual awareness	<ul style="list-style-type: none"> the ability to demonstrate an understanding of contemporary and historical Fine Art practices and theories and the impact on the development of the own work and the ability to demonstrate an understanding of the relationship between society, audience, artist and artwork the ability to provide arguments independently for the evaluation of the own work of art and the work of others and the ability to gather, select, analyse, synthesise, summarise and critically judge information
	communication	<ul style="list-style-type: none"> the ability to present own plans, ideas and artworks in a convincing way and to communicate with a wider public and the ability to develop presentation skills and an ability to interact effectively with audiences
	Organisation and collaboration	<ul style="list-style-type: none"> the ability to organise the own working and to maintain an appropriate working environment as a professional artist and the ability to work and practice effectively with a knowledge of ethical, economic and health and safety implications the ability to act effectively within a team and the ability to contribute to collaborative processes.
	growth and innovation	<ul style="list-style-type: none"> the ability to develop as an artist and as a human being through critical reflection on the own experience with art making, learning and researching as contribution to the development of art and the social context, in which it is embedded. and the ability to act in variable and unfamiliar contexts and complex situations

