

## MASTER ARTISTIC RESEARCH

### COURSE DESCRIPTION YEAR 1

#### Semesters 1 + 2

- Title:** 1. CORE PRACTICE + RESEARCH:  
**STUDIO PRACTICE YEAR1 (1.1, 1.2, 1.3, 1.4)**
- Content:** You define the topical direction your artistic research through the research proposal submitted in your application. Your Core Research will grow out of this, and be the central pillar of your studies. Curiosity lies at the heart of a creative practice, and deepening and creatively exploring your independent study trajectory is closely supported by regular meetings with core tutors. Discussions with tutors may range over many areas, but emphasis is placed on enquiry and experiment on the one hand, and on the other, the development of a heightened self-reflexivity in relation to all aspects of practice. The development of theoretical/ critical research, and how creativity and criticality support and enrich each other, is supported by both the studio and the theory tutor. Through this close and supportive relationship, you develop the ability to more precisely formulate the questions or dilemmas your work inhabits. This will be reflected in production - as studio practice, written, and verbal presentations.
- Objectives:** **Core Studio Practice:** This aspect of the curriculum is woven together with a theory and writing practice through your daily activities of making, researching, reading, writing, and discussion. The learning objectives feed into each other, and so are assessed as a whole, as well as separately.
- You should develop the conceptual and experiential tools needed to: gather and critically reflect upon their individual research material; creatively embed these source materials and reflections into creative work; critically reflect upon this creative work; develop the technical skills required to realize ideas and experiment within this practice; and develop an understanding of what research means in relation to your individual artistic interests.
- Through discussion and review, you will develop the ability to share your thinking and making processes; to test ideas and the reception of creative work within a supportive peer group atmosphere.

The high level of creative freedom within this part of the program, and at the heart of the MA Artistic Research, requires a responsible attitude of each student, which is in itself a solid preparation for a future career as an independent creative practitioner. This is an active mode of learning, not a passive one, but happens with the support of an involved and dedicated teaching team, regular tutorials and group discussions, targeted suggestions of cultural or theoretical material, and occasional site visits.

- Assessment:** Study points are awarded at end of semester assessments. Tutors give points in relation to their areas of responsibility, and in relation to the learning objectives stated in the assessment section of this guide. There are additional 'Round Table' group critiques mid-way through each semester. The Head of dept participates in all Round Tables and assessments.
- Tutor:** Babak Afrassiabi and Yael Davids
- Literature:** Examples of artistic practice, written texts, and other materials attuned to the interests of each individual student are selected as appropriate during the semester.

- Credit Points:**
- 1.1 Ongoing studio production:**
    - 6 ECT (semester 1)
    - 5 ECT (semester 2)
  - 1.2 Research development through production**
    - 5 ECT per semester
  - 1.3 Attendance and active participation at tutorials + feedback sessions, and preparation for these:**
    - 2 ECT per semester
  - 1.4 Reviews and assessments/preparation and presentation:**
    - 1 ECT per semester

- Title:** **1. Core theory and writing (1.5, 1.6)**
- Content:** As new students entering the department, you may all have widely varying experiences of working with theoretical texts. Reading Group will open up how key concepts and theoretical positions can help you become more consciously aware of your relationship with both the world, and with creative practice. This will help you develop a framework of ideas that supports your individual creative interests, and which you can go on to pinpoint within your written project.

### **1.5 Reading Group**

You will be asked to read and discuss a carefully selected and constantly developing 'contemporary canon' of texts. In the first instance, these will

be chosen by the theory tutor in order to reflect on concepts and histories relevant to both the group and the moment. As the year progresses, students may also suggest texts for discussion. Reading Group texts will be digitally shared at least one week before each reading group session. Sessions will often also include films and other visual material.

### **1.6 Writing Project**

You will be supported in your individual written exploration of the subject areas most relevant to your research. Your writing project happens over two years, with a document of at least 10.000 words, but clear goals and writing deadlines are set for work in year 1. These are presented at the beginning of the academic year.

Deadline dates are posted on the department calendar.

**Objectives:** Specific objectives of the writing project are the development of your ability to clearly organize and articulate ideas and materials, to show the ability to analyse and contextualize this material within a wider field of knowledge, and to generate a coherent body of writing in a style and form relevant to your enquiry. Your writing should also reveal external awareness of relevant artists and ideas. The Reading Group is there to support these goals by: offering an insight into some of the overarching ideas of our time; generate individual and group development of an historical frame of reference, and of analytic 'thinking tools'. This builds a shared framework of ideas and language, enabling peer discussion, and functions as a training place for the development of the academic skills of close reading, textual analysis, and argumentation. The success of these learning objectives should become transparent through group discussion, but importantly also in the written work of the year.

**Credit points:** **1.5 Reading Group:** homework reading and active participation  
3 ECT per semester

#### **1.6 Thesis:**

5 ECT (semester 1)

4 ECT (semester 2)

**Title:** **2. PUBLIC PRESENTATION OF WORK, Year 1 (2.1, 2.2)**

**Content:** There are two presentation moments per academic year, both in the spring semester. Over and above the successful presentation of your own research, you all share the responsibilities of group installation and supervision of the event; the creation of publicity, and programming.

In February, you participate in an exhibition workshop with a guest curator, at *Quartair* Artist Run Space.

In June year 1 prepare a presentation at artist run space 1646, organised with the 1646 curatorial team.

Year 1 students also help with the installation of the year 2 end-exam exhibition, working as support-buddies to year 2 students. This practical experience is invaluable for your own end-exam presentation the following year.

**Objectives:** To uncover new ways of bringing your ongoing artistic research to formal realization. This is an important way to clarify processes, and reveal aspects of work that may not be apparent in the studio.

Exhibiting/performing demands a specific sort of attention, and focusses reflection on reception. Working in a group develops your understanding of your own artistic practice in relation to other works, how to deal with physical installation issues, group event organization and your ability to function professionally in a team. Critical reflection on these moments is important for professional development.

**Assessment:** Active participation in all aspects of the activity

**Tutor:** Core tutors and guests

**Literature:** Appropriate literature on exhibition history may be offered by tutors or visiting curator

**Credit points:** **2.1 preparation and completion of exhibitions:**

6.5 ECT

**2.2 Assistance with year 2 end exam installations:**

0.5 ECT

**Schedule:** semester 2

**Location:** Quartair and 1646, The Hague

**Title:** **3. INTRODUCTION:**

**3.1 Introduction week, Year 1**

**Content:** You are introduced to each other, to the dept, and to the school; led through matriculation procedures, receive your student card, given tours of technical departments and workshops. Social events will introduce you to master students in other departments.

You will make a short presentation of your work and research interests to the teaching team and other students.

**Objectives:** Immediate orientation in the geography, administration, and research life of the dept. The focus is on participation, sharing and immersion in their new context: by doing, by example, and by discussion.

Credit points: 1 ECT including 7 hours preparing a presentation

**Title:** 3. INTRODUCTION:

**3.2 Introduction to Artistic Research**

**Content:** A mix of lectures, seminars, and group workshop activities organized to stimulate an exchange of perspectives on the broad subject of artistic research.

**Objectives:** To develop awareness of some of the possibilities of artistic research as a means of engagement and production, and as a discursive field. You engage with a range of conceptual frameworks and artistic practices, and are invited to consider your own position in relation to these.

**Credit Points:** 1 ECT including 10 hours preparatory reading

**Title:** 4. RESEARCH DAYS, YEAR1

**Content:** As a counterpoint to Core Artistic Research, the Research Days offer a taught program of lectures, seminars, workshops, and projects, which focus attention on the methodologies of a researching artistic practice. The content of the Research Days is fluid and designed to be responsive to a constantly changing contemporary art and research environment, and to the changing interests of students. The Days will be delivered as a mix of lectures, seminars, practical workshops, and site visits, and taught by both core staff and invited guests. Year one and two work together in Research Days.

Research Days will be marked in the calendar as RD.

Key thematic areas for 2018-2019 will be announced at the start of the semester.

Research Days includes our visiting artist program.

**Objectives:** Research Days are set up to explore and question methodologies related to artistic practices - how experience and meaning are created, encountered, and re-presented. They develop the student's researching ability, offer tools for innovative and expanding creative ability and new ways and means to reflect on the given. Presentations and seminars also inform your professional development through experience and example.

**Assessment:** Active participation and completion of workshop activities

**Tutors:** Core tutors and guests

**Literature:** Literature will be supplied when appropriate

**Credit points:** 5 ECT (semester 1)

2 ECT (semester 2)

**Students may additionally attend selected course at the Royal Conservatory (KC) and the University of Leiden.**

These should be agreed with the head of dept at the beginning of each semester, before the start of the chosen course. Study points for these courses can be allocated as additional points, or, on agreement with the dept, replace Research Days points. They cannot be used to replace points in other parts of the curriculum.

<b>Title:</b>	<b>5. EXCURSION</b>
Content:	Each semester there is a short excursion planned to a relevant city, event, or alternate working space.
Objectives:	Excursions are designed to broaden cultural horizons, bring in new contemporary material, and meet other artists.
Assessment:	Participation. Although the dept strives to keep the cost of excursions to a minimum, students are required to contribute towards the cost of travel and overnight accommodation. If any student chooses not to participate in the excursion, a compensatory activity will be set.
Tutors:	Core tutor or head of dept
Literature:	none
Credit points:	1 ECT per semester
Schedule:	once per semester

