

MODULE PROFORMA		
Full module title: Pop Goes the Now: deconstructing popular culture.		
Module code: 5WSEL019W	Credit level: 5	Length: One Semester
UK credit value: 20	ECTS value: 10	
Faculty and Department: Westminster Electives		
Module Leader(s): Adrian York		
Extension:	Email: a.york@westminster.ac.uk	
Host course and course leader: Commercial Music BMus Hussein Boon		
Status: Westminster Elective		
Subject Board:		
Pre-requisites: None.	Co-requisites: None	
Study abroad: n/a		
Special features: Field trips, visits to exhibitions-open to study abroad students		
Access restrictions: up to 35 students		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. No		
<p>Summary of module content (approximately 400 characters) please note this will be used as published information</p> <p>'Pop Goes the Now' is a Semester One module that takes the student on a cross-disciplinary exploration of contemporary popular cultural expression and modes of practice, taking in philosophy, fashion, film, TV, music, comic books and graphic novels, technology, architecture, politics and history, critical thinking, business and psychology, while also aiming to explode conceptions of 'Pop' as a superficial means of expression. The module is important and relevant to students who will learn to appreciate their place in the context of contemporary culture, taking ownership as agents of change to speculate on and to create cultural futures. The module is predominantly delivered across inner London interpreting key sites as cultural texts.</p>		

Learning outcomes

Course outcomes the module contributes to

The student is expected to be able to:

- LO1 develop their own critical senses through cognitive and embodied immersive creative practice. (GA 1, 2)

- LO2 reflect on their position and behaviour within London's contemporary cultural landscape. (GA 1, 2, 5)
- LO3 be aware of; recognise; deconstruct; understand; then apply cross-disciplinary forms of cultural expression (as musical, visual, embodied and designed cultural artefacts). (GA1, 2, 3)
- LO4 exploit 'London' as a situated palimpsest or transcribed setting of multiple-perspectives and ranging historical/cultural influences. (GA1, 5)
- LO5 recognise and develop their own conceptual, theoretical and practical approaches by acknowledging other frameworks of knowledge-construction and how these frameworks have influenced contemporary Western social opinion. (GA4)

Graduate Attributes these learning outcomes contribute to:

- GA1 Critical and creative thinkers
- GA2 Literate and effective communicator
- GA3 Entrepreneurial
- GA4 Global in outlook and engaged in communities
- GA5 Social, ethically and environmentally aware

Indicative syllabus content

The module is about understanding how art, music, architecture, literature, philosophy, commerce, politics, history, and technology coalesce to create the present by examining the past to gain a knowledge base and then creating a future. The module is designed to change students thinking through an engagement with the history, theory, business and creative practice of 20th/21st century popular culture with London as a shared focal point. Students are given case studies to critically explore and to frame within cultural, historical and theoretical terms.

Students then begin their own speculative journey, responding to London now, after reflecting on how it came about, then imagining what its future could be.

Teaching and learning methods

Learning activities will draw together events, histories, ideas, locations and artefacts from fashion, film, TV, music, comic book culture, technology, politics and history, critical thinking and business to create a nexus of elements that will provide a sense of cultural understanding and impetus to better inform students' creative and academic outputs.

With a weekly 3 hour session teaching will initially establish a knowledge base of theory and cultural history through combined field trip/lectures moving into a period of collaborative learning as students develop their own projects within teams.

Blended learning will be a key component of this module as students will use online resources and apps as learning tools.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	
Tutorial	Scheduled	
Project supervisor	Scheduled	12
Demonstration	Scheduled	

Practical Classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	12
External visits	Scheduled	12
Work based learning	Scheduled	
Total Scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

* the hours per activity type are indicative and subject to change.

Assessment rationale

Formative assessment will take place during most teaching sessions-students will be tasked with mini-projects leading to short presentations with their teams exploring the theme of each lecture. Summative assessment 1 will take place in a lecture theatre and Summative assessment 2 will be delivered as a blog.

Assessments are designed to quantify the extent to which students demonstrate that they are able to respond creatively to and reflect upon the course content.

Assessment 1 50% - Group Project - Students will work collaboratively in small units to create and deliver a project that emerges as a creative response to the themes of the module. An initial formative assessment will consist of a short presentation on the delivery mode and content of the project. The summative assessment will be presented at the end of the module in any of a wide variety of media or mixed-media formats. If technically feasible an app will be made available to students as a platform to present their work within. The Project will be peer assessed but moderated by tutors to allow for value-added marks for individual achievement and effort. The project should be at a scale commensurate to the hours assigned for individual study. The group project addresses LOs 1,3 and 4.

Assessment 2 50% - Blog - Students will create a digital learning journal in the form of a micro-blog throughout the module using Tumblr or a similar platform as well as contributing to Pinterest boards. It will act as a container for the student's critical reflection on and engagement with the ideas generated in the module; it will also allow for reflection on the production of the Group Project. Students will be expected to deliver a minimum of one micro-blog post per week of circa 200 words. The group project addresses LOs 2 and 5.

Group Project

This assessment will be based on the extent to which students demonstrate that they are able to

1. Participate in and contribute to collaborative project work
2. Develop and articulate a creative vision for the project that is engaging and deliverable
3. Manage the delivery process of the project
4. Apply cross-disciplinary thinking to the project

Blog

This assessment will be based on the extent to which students demonstrate that they are able to

1. Critically reflect on and engage with the learning gained in the module

2. Critically reflect on and engage with the process and development of the group project
3. Create a micro-blog that communicates the above with clarity and creativity
4. Contribute to themed Pinterest boards with appropriate material

Assessment methods and weightings

Assessment name	Weighting %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Group Project	50		Presentation
Blog (circa 200 words per week)	50		Online Portfolio

Suggested Sources:

Initial ideas for key and additional texts/sources

Essential reading list

Bradbury, M., & McFarlane, J. W. (1978). *Modernism, 1890-1930*. Hassocks, Sussex: Harvester Press; Atlantic Highlands, NJ: Humanities Press.

Cook, M. and Evans, J.V. (2014) *Queer Cities, Queer Cultures: Europe since 1945*. London: Bloomsbury.

Cottrell, S. (2013) *The study skills handbook*, 4th Ed. Palgrave Macmillan (chapter 10: Working with others)

Francis, M. and Foster, H. (2005) *Pop (Themes & Movements)*. Phaidon Press.

Frank, T. (1997) *The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism*. Chicago: The University of Chicago Press.

Gitlin, T. (1993). *The Sixties: Years of Hope, Days of Rage*. New York; London: Bantam.

Hall, S., & Jefferson, T. (1993). *Resistance through rituals: Youth subcultures in post-war Britain*. Psychology Press.

Harrison, C., & Wood, P. (1992). *Art in Theory, 1900-1990 an Anthology of Changing Ideas*.

Hebdidge, D. (1979). *The Meaning of Style*. London/New York: Routledge, 196, 1982-1985.

Houlbrook, M. (2006) *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918-1957*. Chicago, IL: University of Chicago Press.

Macquarrie, J. (1972). *Existentialism*.

Madoff, S. (1997) *Pop art: a critical history*. Univ of California Press

Melly, G. (1970) *Revolt into Style: The Pop Arts in Britain*. London: Allen Lane

Nye, D. E. (2006). *Technology matters: Questions to live with*. Cambridge, MA: MIT Press.

Parsonage, C. (2005). *The Evolution of Jazz in Britain, 1880-1935*. Ashgate Popular and Folk Music Series. Aldershot: Ashgate.

Further reading

Online resources

http://www.artyfactory.com/art_appreciation/art_movements/pop_art.htm

<http://www.jedskinner.com/wp-content/uploads/2010/12/the-beats-and-sixties-counterculture.pdf>

Date of initial validation:

Dates of approved modifications:

Date of re-validation/review: