



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	FORUM 2: CURATION, DISRUPTION AND ACTIVATION
<b>Course ID:</b>	CAXDC1003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(PAATC1002 and VATHR1012)
<b>ASCED:</b>	100301

## Description of the Course :

This course focuses on the varying contexts and issues informing the production, presentation and appreciation/use of works of art, design and performance in society. Through intensive engagement with a major arts festival or series of creative events, students will further develop the critical, analytical and research skills introduced in CAXDC 1000 Forum: Knowledge and Creativity. The course involves continuing opportunities to attend film events, performances and exhibitions.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

**K1.** Describe and analyse the history of art forms and modes of expression.

- K2.** Recognise the principal methods of analysis and critique employed in the discipline of creative art.
- K3.** Identify themes in programming of arts festivals and events.

**Skills:**

- S1.** Analyse and appraise formal elements of art, performance and design.
- S2.** Interpret creative arts media in both in written and oral forms, by presenting an argument, marshalling and documenting evidence, and using basic bibliographic skills.
- S3.** Debate the relative merits of differing interpretations of creative art.

**Application of knowledge and skills:**

- A1.** Research historical and contextual issues influencing the creation and interpretation of art, design and performance within a particular social and cultural milieu.
- A2.** Critique works of art, design and performance and to clearly communicate the manner in which social and cultural factors contribute to their creation and reception.
- A3.** Utilise a variety of conceptual frameworks in evaluating public events or performances.
- A4.** Apply an appropriate vocabulary of terminology pertinent to the field of creative art to communicate effectively about performances, exhibitions, festivals, events and their context.

**Course Content:**

Forum: Collective Action builds on the knowledge and skills developed in CAXDC 1000 Forum: Knowledge and Creativity.

Topics may include:

- festivals and the city
- festivals and community
- underlying constraints and politics of arts festivals and events programming
- historical and aesthetic characteristics of artworks, works of design and performance produced and presented during a major arts festival or event
- varying contexts and issues informing the production, presentation and use of works of art, design and performance
- critical frameworks of evaluation.

**Values:**

- V1.** Value cooperative and positive learning experiences
- V2.** Appreciate the benefits of life-long learning
- V3.** Accept a broad range of views and perceptions presented in arts festivals and events
- V4.** Value creativity as a rewarding and worthwhile personal and social activity
- V5.** Appreciate the purposeful social and personal role that art festivals and events may play
- V6.** Promote confidence in utilising cognitive, affective and appreciative skills in respect of analysis of the various art forms.

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes**

**and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, K3, S1, S2, S3, A2, A3, A4	A	AT2	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, S1, S2, S3, A1, A2, A4	B	AT1	B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S2, S3, A1, A2, A4	A, A	AT1, AT3	B, B
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K3, S1, S3, A2	A	AT4	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, S1, S3, A2	B	AT3	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A4	Research an issue or theme presented in an arts festival or event from an historical context. Articulate an argument in response to the event. Develop a response (written/ audio/visual)	Presentation /Response/Artefact	40-50%
K2, K3, S1, S2, S3, A2, A3, A4	Critique one or more exhibitions or performances from the selected festival/event	Exhibition or performance review	20-40%
K2, K3, S1, S3, A2	Tutorial participation and engagement which may include gallery, performance and event participation, online quiz and discussion forum engagement	Ongoing Engagement Activities	10-30%
K2, K3, S1, S3, A2	Reflect on participation in class and to exhibitions and performances at the selected festival/events	Written artifact on participation	10-20%

**Adopted Reference Style:**

Chicago