

# Unit Outline (Higher Education)

|                            |   |
|----------------------------|---|
| <b>Institute / School:</b> | Institute of Education, Arts & Community              |
| <b>Unit Title:</b>         | DIGITAL ART   |
| <b>Unit ID:</b>            | VACAP1012   |
| <b>Credit Points:</b>      | 15.00   |
| <b>Prerequisite(s):</b>    | Nil   |
| <b>Co-requisite(s):</b>    | Nil   |
| <b>Exclusion(s):</b>       | (CVASP2101 and CVASP2102 and VAMIN1012 and VAMIN2004) |
| <b>ASCED:</b>              | 100301  |

## Description of the Unit:

This unit provides an initial exploration of the capabilities and role of digital technologies in creating art. Drawing on skills and knowledge developed in VACAP1011 students are encouraged to utilise digital technologies to experiment with how the elements and principles of art-making are translated through, or challenged /enhanced by digital technologies. In addition to the acquisition of digital capabilities the unit involves students in studio projects where they will learn and employ a range of software and media applications to create, produce and present digital art. The course encourages students' individual creativity and expression.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

| Level of Unit in Course | AQF Level of Course      |                          |                          |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                         | 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.** Outline an awareness of the use of digital media for expressive and aesthetic ends.
- K2.** Recognise the interplay between drawing through digital and analogue media
- K3.** Recognise the significance of digital art/media within the history and theory of visual culture, and in lifelong learning
- K4.** Identify the legal and ethical issues surrounding appropriation and remediation of digital media

#### Skills:

- S1.** Practise technical abilities and skills in the use of digital media for expressive and aesthetic ends
- S2.** Demonstrate competency using a range of software and platforms to create artwork
- S3.** Demonstrate a willingness to explore and take creative risks, while maintaining safety in the studio
- S4.** Explore subject matter and its remediation for use in a digital environment
- S5.** Respect different views, identities, and perspectives in arts practice

#### Application of knowledge and skills:

- A1.** Utilise knowledge and skills to complete set tasks
- A2.** Demonstrate skills in documenting and representing ideas through various digital media.
- A3.** Create images based on own ideas and position these within contemporary applications and e-media

#### Unit Content:

This course provides an initial exploration of the analytical and observational skills essential to drawing. There is a focus on the elements of art and design such as line, shape, texture, form, space, colour and value. Students also consider visual issues of composition, space and perspective. Students will develop hand-and-eye concentration and problem-solving skills. The course explores the materials and changing technologies of drawing in both traditional and contemporary practice and the wider implications for the production of meaningful art. The course encourages students' individual creativity and expression.

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor              |   | Development and acquisition of FEDTASKS in the Unit |                       |
|---|---|---|-----------------------|
|   |   | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 1<br>Interpersonal                    | <p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul> | K1, S1, A2  | AT1, AT2              |
| FEDTASK 2<br>Leadership                       | <p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self -awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>  | Not applicable                                      | Not applicable        |
| FEDTASK 3<br>Critical Thinking and Creativity | <p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>   | K2, S2, S3, S4, A3                                  | AT1, AT2              |

| FEDTASK attribute and descriptor             |  | Development and acquisition of FEDTASKS in the Unit |                       |
|--|--|---|-----------------------|
|  |  | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 4<br>Digital Literacy                | <p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>  | K4, S1, S2, A2, A3                                  | AT1, AT2              |
| FEDTASK 5<br>Sustainable and Ethical Mindset | <p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul> | K4, A1  | AT1, AT2              |

### Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks   | Assessment Type                   | Weighting |
|----------------------------|--|-----------------------------------|-----------|
| K1, K2, K3, K4, S3, S5     | Develop a Journal consisting of:<br>1. responses to set tasks,<br>2. source material and information on software<br>3. a record of ideas to pursue and develop, issues to resolve, and suggestions for further investigation | Journal                           | 30-40%    |
| S1, S2, S4, A1, A2, A3     | Complete a portfolio of original digital art displaying a range of approaches and technical applications   | Portfolio of original digital art | 60-70%    |

### Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)