

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	MATERIALS AND TECHNOLOGY
<b>Unit ID:</b>	VACAP2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(VACAP1011 and VACAP1012 and VASAP1002)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(CVASP1002 and CVASP2002)
<b>ASCED:</b>	100301

## Description of the Unit:

This unit provides students with the opportunity to explore the history, capabilities and potential of various materials and technologies of art making. Having completed first year studies that included, drawing and digital arts as well as a variety of modes of making two dimensional and multi-dimensional artworks students will now employ technical, conceptual and experimental strategies in response to set projects and independent research. In terms of the set work students will investigate prescribed materials and techniques and apply this information to critically engage with their strengths and weaknesses. In terms of independent research, and in consultation with teaching staff, students will choose a medium and undertake a close examination of, and experimentation with, the materials and technology of that medium resulting in a small body of creative work.

**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

**CourseLevel:**

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"/>	<input type="checkbox"/>
Intermediate	<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.** Acquire an intermediate level standard understanding of how the choice of various materials and technologies impacts on the final product.
- K2.** Engage and articulate vocabulary appropriate to a wide variety of materials and technologies utilised in art-making.
- K3.** Acquire a refined level of understanding of the uses and issues, such as sustainability, with a chosen material and /or technology

#### Skills:

- S1.** Utilise a variety of materials and technologies for expressive and aesthetic ends.
- S2.** Engage in creative problem solving and critical experimentation with a variety of materials and technologies of art-making.
- S3.** Design a creative project that focuses on a chosen material / technology that explores its capabilities and limitations.

#### Application of knowledge and skills:

- A1.** Critically reflect on, and appraise, the value and role of various art-making materials and technologies.
- A2.** Demonstrate knowledge and skills of various art-making materials and technologies.
- A3.** Investigate, plan and complete a visual exposition of an in-depth exploration of a chosen material/technology.

#### Unit Content:

This unit provides students with the opportunity to explore the history, capabilities and potential of various materials and technologies of art making. Having completed first year studies that included, drawing and digital arts as well as a variety of modes of making two dimensional and multi-dimensional artworks, students will now employ technical, conceptual and experimental strategies in response to set projects and independent research focusing on the materials and technologies of artmaking. In terms of the set work students will investigate prescribed materials and techniques and apply this information to critically engage with the inherent strengths and weaknesses. In terms of independent research, and in consultation with teaching staff, students will choose a medium and undertake a close examination of, and experimentation with, the materials and technology of that medium resulting in a small body of creative work.

#### 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 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <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>	K2, K3, S1	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <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 Critical Thinking and Creativity	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: <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>	K3, S2, A1, A3	AT2
FEDTASK 4 Digital Literacy	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: <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>	K3, S1, S2, S3, A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	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: <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>	K3, A1	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1 S2, A1, A2.	Develop a Portfolio of responses to set tasks that includes: <ol style="list-style-type: none"> <li>1. source material and information on each material /technology</li> <li>2. a record of sampling, testing and critically reflecting on the capabilities and limitations of the materials and technologies</li> </ol>	Portfolio A	40-50%
K2, K3, S2, S3, A1, A2, A3	Complete a portfolio of work on one specific material and /or technology that consists of: <ol style="list-style-type: none"> <li>1. information on the usage and achievements of others with this material and/ or technology</li> <li>2. a small body of creative work that utilises the specified material and/ or technology and a reflective statement on the task.</li> </ol>	Portfolio of written commentary and original art	50-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**

No

Date:

**Adopted Reference Style:**

Chicago

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

Fed Cite - [referencing tool](#)