

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** PROFESSIONAL ARTS PRACTICE

**Unit ID:** VAPAP3005

**Credit Points:** 15.00

**Prerequisite(s):** (VASAP2014)

**Co-requisite(s):** (VASAP3015)

**Exclusion(s):** Nil

**ASCED:** 100301

**Description of the Unit:**

This unit develops the students' profiles as professional creative artists. It explores the complexities and intricacies of the professional art world and includes topics on a range of arts industry related issues and business practices including Arts Law and taxation, community and public art issues, artist and gallery contractual agreements and ethical responsibilities and behaviour. The unit also aims to build on, and extend the skills students gain through other aspects of their studies. The unit will provide an environment in which students can focus on the issues they will face as graduates engaging with Australia's current business and cultural conditions.

**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"/> | <input type="checkbox"/> |
| Advanced                | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Learning Outcomes:

#### Knowledge:

- K1.** Develop an understanding of the legal and ethical processes and procedures required in maintaining a professional arts practice.
- K2.** Develop an awareness of media and technology as a tool for making and promoting art.
- K3.** Understand the role and significance of critical evaluation and active reflection in the creative process.
- K4.** Develop and broaden independence of thought about the nature of art practice in the contemporary world.

#### Skills:

- S1.** Develop competencies in effective and professional folio presentation.
- S2.** Clearly articulate artistic concepts in both oral and written communication.
- S3.** Use a variety of available technologies to document and visually record art work.
- S4.** Develop skills to enable effective teamwork.

#### Application of knowledge and skills:

- A1.** Research legislative and ethical requirements of professional level independent arts practice
- A2.** Develop a Professional profile required of an independent creative arts practitioner that is accurate and maintained in the online environment
- A3.** Work as part of a team to investigate funding bodies and develop a complete grant application

#### Unit Content:

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#### 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, interact 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, S2, A3                                      | AT1, AT2, AT3         |
| 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>  | K3, K4, S4, A3                                      | AT2, AT3              |
| 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>   | K3, K4, S1, A2                                      | AT1, AT2, AT3         |
| 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>   | K2, K4, S1, S3, A2                                  | AT1, AT2, AT3         |
| 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> | K1, A1, A2  | AT1, AT2, AT3         |

**Learning Task and Assessment:**

| Learning Outcomes Assessed     | Assessment Tasks   | Assessment Type         | Weighting |
|--------------------------------|--|-------------------------|-----------|
| K1, S1, A1.                    | Collate a Resource File consisting of relevant Taxation, legal and other requirements for freelance workers / sole traders.  | Portfolio of resources  | 25-30%    |
| K1, K2, K3, K4, S1, S2, S3, A2 | Complete a Professional portfolio consisting curriculum vitae, website, business card, artist's statement and other information as required.   | Professional Portfolio  | 40-50%    |
| K1, K2, K4, S1, S2, S3, S4, A3 | Research a Grants body and report on its history. Complete a Grant application including all required information such as project description, timeline, budget and so on. Note: this task is Teams based. | Report and application. | 25-30%    |

**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](#)