

# Unit Outline (Higher Education)

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

**Unit Title:** VISUAL ART: STUDIO ARTS PRACTICE 2

**Unit ID:** VASAP1002

**Credit Points:** 15.00

**Prerequisite(s):** Nil

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

**Exclusion(s):** (VASAP1012)

**ASCED:** 100301

## Description of the Unit:

This unit provides students with grounding in the elements, principles, practice, and materials of multi-dimensional representation in the visual arts. The unit investigates concepts related to the fabrication of art, such as composition and space, dimension, volume, and so on and is structured around thematic projects. These projects will involve students in a range of experimental and organisational processes through working with materials, methods, tools and processes while gaining experience of safe art-making in a complex workshop /studio environment. Students develop understanding of the elements of visual art and how they work expressively and skills in creating artworks.

**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 checked="" 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:

(On successful completion of the course the students are expected to be able to):

#### Knowledge:

- K1.** Describe principles and concepts of visual language in multi-dimensional representation.
- K2.** Identify and demonstrate knowledge of vocabulary appropriate to discussion of the visual arts
- K3.** Express knowledge of abstract/philosophical as well as sustainable and practical issues involved in the creation of multi-dimensional art

#### Skills:

- S1.** Use a variety of media for visual communication in multi-dimensional art
- S2.** Use analytical and problem-solving skills in creative multi-dimensional arts practice
- S3.** Demonstrate a willingness to explore and take creative risks, while maintaining safety in the studio
- S4.** Practice professional, responsible, and ethical behaviour by respecting various attitudes and values within contemporary arts practice

#### Application of knowledge and skills:

- A1.** Apply skills and knowledge of analytical techniques to the examination and production of sustainable multi-dimensional art
- A2.** Review formal and conceptual issues in the context of production and perception of multi-dimensional art.

#### Unit Content:

This course provides students with grounding in the elements, principles, practice, and materials of multi-dimensional representation in the visual arts. The course explores concepts related to the fabrication of art, such as composition and space, dimension, volume, and so on and is structured around thematic projects. These projects will involve students in a range of experimental and organisational processes through working with materials, methods, tools and processes while gaining experience of safe art-making in a complex workshop /studio environment. Students develop an understanding of the elements of visual art and how they work expressively and skills in creating artworks. Students will also develop critical and analytical thinking, while enriching their visual arts terminology. The learning process encourages and supports visits to art galleries/artists' studios, public, private and alternative exhibition spaces. Through experimentation with media, tools, and processes students will develop understanding of the workings and issues of visual expression in order to develop individual creative, interpretative, and problem-solving approaches.

#### 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	<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, K2, S1, S4, A2	AT1, AT2
FEDTASK 2 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 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>	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 4 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>	Not applicable	Not applicable
FEDTASK 5 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>	K3, S4, A1, A2	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S3, A2	Develop a journal/ sketchbook that demonstrates the generation, development and sources of concepts and plans, including responses to set tasks, through drawings and written notes.	Journal/ Sketchbook	20-30%
K2, K3, S2, S4, A1, A2	Develop a body of original artworks	Presentation of a folio of work	70-80%

### Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)