

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Visual Culture: Foundations and Traditions
<b>Unit ID:</b>	VCHAT1012
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(VCHAT1011)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(CAXDC2001 and VATHR1012)
<b>ASCED:</b>	100301

## Description of the Unit:

This unit builds on the knowledge and skills developed in VCHAT1011. Students will gain a broad understanding of the historical and aesthetic characteristics evident in specific times and places and how visual culture is responsive to traditions and challenges within the art world but also material and technological advances, and social and political contexts. Selected topics may include the Renaissance and the Baroque, Realism, Romanticism and Impressionism. Students will further develop the critical, analytical and research skills introduced in VCHAT1011.

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

## Work Experience:

No work experience

**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:

#### Knowledge:

- K1.** Understand the history of visual forms and modes of expression
- K2.** Recognise the principal methods of analysis employed in the discipline of history and theory of visual culture.
- K3.** Identify the role visual culture plays in world culture of the past and present
- K4.** Discern the difference between cognitive, affective and analytical interpretation of a visual artwork

#### Skills:

- S1.** Analyse and appraise formal elements of art and design
- S2.** Interpret visual media by presenting an argument, marshalling and documenting evidence, and using basic bibliographic skills
- S3.** Apply an appropriate vocabulary to communicate effectively about visual culture and its context.
- S4.** Debate the relative merits of differing interpretations of visual culture

#### Application of knowledge and skills:

- A1.** Research historical and contextual issues influencing the creation and interpretation of visual culture within a particular social and cultural milieu.
- A2.** Critique works of art and design and to clearly communicate the manner in which social and cultural factors contributed to their creation, reception and impact.

#### Unit Content:

Topics covered in this course will include the examination and critique of visual culture across history and related aesthetic, place-based transitions and eras such as:

- Renaissance
- Baroque
- Realism
- Romanticism
- Impressionism

#### 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, inter-act 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>	Not applicable	Not applicable
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>	Not applicable	Not applicable
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>	Not applicable	Not applicable
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>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S3	Assessment 1: Develop capabilities in accessing and utilising information appropriate to the course content and visually analysing objects and works of art.	Classroom-based weekly tasks with two part quiz	20-30%
K1, K2, K3, K4, S2, S3, S4, A1, A2	Assessment 2 -Essay: Research an issue or theme and articulate an argument in response.	Essay	40-50%
K1, K2, K3, S2, S3, S4, A1, A2	Assessment 3: Report with a Powerpoint presentation Respond to a reading or artist practice to identify arguments and evaluate connections between the past and the present art practices.	Report with a bibliography and Powerpoint presentation	20-30%

### Adopted Reference Style:

Chicago ( )

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

Fed Cite - [referencing tool](#)