Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	VISUAL CULTURE: MODERNISM TO POSTMODERNISM
Unit ID:	VCHAT2003
Credit Points:	15.00
Prerequisite(s):	(VCHAT1012)
Co-requisite(s):	Nil
Exclusion(s):	(CAXDC2000 and VATHR2013)
ASCED:	100301

Description of the Unit:

This unit focuses on visual culture of the 20th century, from Modernism to postmodernism. Attention is given to the key developments in both practice and theory so that students understand how the foundations for contemporary visual culture were laid. As this unit covers a very broad period the emphasis will be given to the 'close up' examination of selected periods, styles and issues. Attention will be given to the social, philosophical, aesthetic contexts which mediate and inform creative expression. Special attention will be given to the ways in which visual culture functions within a changing world.

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						
Intermediate			✔			
Advanced						

Learning Outcomes:

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

Knowledge:

K1. Explain the major formal and conceptual developments in 20th century visual culture.

K2. Review the way in which cultural and social frameworks mediate and inform visual culture.

K3. Identify the role visual culture plays in world culture of the past and present

Skills:

S1. Analyse and appraise formal elements of art and design

S2. Undertake scholarly research to develop and present an argument using 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.

A3. Demonstrate discernment in a range of cognitive, affective and analytical interpretations of visual artwork

Unit Content:

This unit focuses on visual culture of the 20th century, from Modernism to postmodernism. Attention is given to the key developments in both practice and theory so that students understand how the foundations for contemporary visual culture were laid. As this unit covers a very broad period the emphasis will be given to the 'close up' examination of selected periods, styles and issues. Attention will be given to the social, philosophical, aesthetic contexts which mediate and inform creative expression. Special attention will be given to the ways in which visual culture functions within a changing world.

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	AT1, AT2, AT3
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: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	S4, A3	AT2
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: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K3, S1, S2, S3, S4, A2, A3	AT2, AT3
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: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	S2	AT2, AT3
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: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S3	Develop capabilities in accessing and utilising information appropriate to the unit content and visually analysing objects and works of art.	Portfolio of tasks and exercises	30-40%
K1, K2, K3, S2, S3, S4, A1, A2, A3	Research an issue or theme and articulate an argument in response.	Essay	40-50%
K2, K3, S1, S2, S3, A2	Respond to set readings in order to identify arguments and evaluate connections between the past and the present.	Report	20-30%

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](#)