Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	AUSTRALIAN INDIGENOUS ART
Unit ID:	VCHAT2005
Credit Points:	15.00
Prerequisite(s):	(BAXDC1002 or FEAFN1102 or VCHAT1012)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	100301

Description of the Unit:

This unit initially focuses on the role of art in Australian Indigenous cultures from both geographical and historical perspectives. The changing reception and understanding of Indigenous art through the 20th century will be explored along with the associated issues. Contemporary Indigenous art practices will be investigated in relation to the dynamics of visual culture at local, national and international levels. The range of perspectives shaping the interpretation of Indigenous art and representations of Indigenous people will be explored with local Traditional Custodian /Owners' arts practice and knowledge a particular focus. The unit is designed to include, as much as possible, an Indigenous knowledge-centred framework in acknowledgement of the diversity and complexity of First Nations cultures. Students will develop their critical thinking skills and cultural understanding in interpreting contemporary Indigenous art.

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. Identify and understand key issues in the role of art within Australian Indigenous cultures

K2. Comprehend the impact of western engagement with Australian Indigenous art practice and the development of ethical and commercial protocols to recognise indigenous intellectual property rights and copyright

K3. Recognise the significance of contemporary Indigenous art practice in expressing cultural, social and political knowledge and beliefs, including the difference between cultural appreciation and cultural appropriation

Skills:

S1. Explain and analyse the contemporary frameworks and approaches utilised in interpreting and valuing Australian Indigenous art.

S2. Apply an appropriate vocabulary to communicate effectively about Australian Indigenous art

S3. Summarise the evolving relationship between Indigenous art and the westernised /global approaches to cultural awareness and inclusiveness.

Application of knowledge and skills:

A1. Research historical and contextual issues influencing the creation and interpretation of Australian Indigenous art.

A2. Utilise and demonstrate well-informed knowledge about major issues in the valuing, appreciation and significance of Indigenous art within, local, national and international frameworks.

Unit Content:

This unit initially focuses on the role of art in Australian Indigenous cultures from both geographical and historical perspectives. The changing reception and understanding of Indigenous art through the 20th century will be explored along with the associated issues. Contemporary Indigenous art practices will be investigated in relation to the dynamics of visual culture at local, national and international levels. The range of perspectives shaping the interpretation of Indigenous art and representations of Indigenous people will be explored with local Traditional Custodians /Owners' arts practice and knowledge a particular focus. The unit is designed to include, as much as possible, an Indigenous knowledge-centred framework in acknowledgement of the diversity and complexity of First Nations cultures. Students will develop their critical thinking skills and cultural understanding in interpreting contemporary Indigenous art.

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, A1, A2	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	A2	AT2, AT3
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	K2, S1, S2, S3, A1, A2	AT1, 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	Not applicable	Not applicable

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: • 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.	K2, K3, S3, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S2, A1	Develop annotated resource portfolio of bibliographic and other authoritative sources of information appropriate to the unit content.	Portfolio	15-25%
K1, K2, S2, S3, A1, A2	Respond to, and critically analyse, set readings.	Report	25-35%
K3, S1, S2, S3, A1, A2	Research and critically reflect on an issue or theme raised in the unit and articulate an argument in response.	Essay	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](#)

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