



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	FORUM 4: FOUNDATION AND TRADITION
<b>Course ID:</b>	CAXDC2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(PAATC2003 and VATHR1011)
<b>ASCED:</b>	100301

## Description of the Course :

This course builds on the knowledge and skills developed in Forum 1 and 2, to outline the historical impact and aesthetic characteristics of key works of art, design and performance from Ancient Greece to the Renaissance, and beyond. Over the semester, students will investigate deep narratives and traditions that underpin theory and practice in visual culture, design and performance from the classical to the neo-classical. Across this broad sweep of time, culture and geography, focus will be given to the formation and transformation of the role and function of art, design and performance in society.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>					
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>					

## Learning Outcomes:

### Knowledge:

- K1.** Discuss the major formal and conceptual developments of art, design and performance across the spectrum of Classicism to Neo-classicism.
- K2.** Review the way that cultural and social frameworks mediate and inform art, design and performance across from Ancient Greece and the Renaissance to today.
- K3.** Explain the connection between historical ideas and concepts and contemporary art, design and performance and how these continue in contemporary times.
- K4.** Understand notions of migration, translation and mutation of artistic thought, technique and contexts through time.

**Skills:**

- S1.** Interpret the cultural significance of works of art, design and performance from classical to neo-classical periods.
- S2.** Analyse and appraise formal elements of art, design and performance from Ancient Greece and the Renaissance to today, and link these to contemporary theory and practice.
- S3.** Practice use of an appropriate vocabulary of visual culture, design and performance terminology to communicate effectively about cultural change and its effects.

**Application of knowledge and skills:**

- A1.** Research historical and contextual issues influencing the creation and interpretation of art, design and performance from Ancient Greece to the Renaissance and beyond and track their continuing impact.
- A2.** Critique historical works of art, design and performance from classical to neo-classical periods in the context of social, political and aesthetic ideas of their times.
- A3.** Devise an argument as to the legacy and impact of historical ideas and visual and performance practices that trace origins to Ancient Greece and the Renaissance to today in contemporary visual culture, design and performance.
- A4.** Connect theory with practice across classicism, to neo-classicism, to contemporary times.

**Course Content:**

This course focuses on the varying contexts and forces informing the production, consumption, and role of works of art, design and performance from Ancient Greece to the Renaissance, to encompass NeoClassicism and the Romantics. This wide history is a narrative of the development and redevelopment of stylistic traditions, technologies and methods, alongside changing concepts of representation. It is also a story that responds to and reflects the changing function of art in society and associated roles played by practitioners, patrons and audiences. Students are expected to attend events and exhibitions throughout the semester.

Topics may include:

- The role and function of art in society across time
- Ancient Greek Art and Theatre
- Art and Theatre in the Renaissance
- Art and Theatre and the Church
- Classicism and its revivals
- Nature, Landscape and representation to the Romantics
- The Body and representation
- Changing perspectives: decoration, pattern and shape
- Artful technologies: invention and application
- Patronage and power.

**Values:**

- V1.** Value cooperative and positive learning experiences

- V2.** Appreciate the benefits of life-long learning
- V3.** Accept a broad range of views and perceptions encountered through artistic, design and performance practices
- V4.** Value creativity as a rewarding and worthwhile personal and social activity
- V5.** Appreciate the purposeful social and personal role that art, design and performance play over time
- V6.** Promote confidence in utilising cognitive, affective and appreciative skills in respect of creation and analysis of the various art forms.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S2, A2, A3	A	AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, K4, S1, S3, A1, A3, A4	A	AT2	B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, K4, S2, S3, A4	A	AT1	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K3, K4, S2, S3, A4	B	AT1	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, K4, S2, S3, A4	B	AT1	B

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, S2, S3, A4	Presentation of aspects of course content, showing research, interpretation and ability to engage and stimulate discussion	Presentation with documented outcome	20-30%
K1, K2, K3, K4, S1, S3, A1, A3, A4	Evidence of research, analysis, and writing skills to build a coherent argument pertaining to course content	Artifact/portfolio including written components	30-40%
K1, K2, S2, A2, A3	Evidence of research, analysis, and writing skills to build a coherent argument pertaining to course content	Essay	20-30%

**Adopted Reference Style:**

Chicago