



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	PROFESSIONAL ARTS PRACTICE
<b>Course ID:</b>	VAPAP3005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	VASAP2014
<b>Co-requisite(s):</b>	VASAP3015
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	100301

## Description of the Course:

This course develops the students' profiles as professional creative artists. It explores the complexities and intricacies of the professional art world and includes topics on a range of arts industry related issues and business practices including Arts Law and taxation, community and public art issues, artist and gallery contractual agreements and ethical responsibilities and behaviour. The course also aims to build on, and extend the skills students gain through other aspects of their studies. The course will provide an environment in which students can focus on the issues they will face as graduates engaging with Australia's current business and cultural conditions.

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

**Placement Component:** No

**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"/>	<input type="checkbox"/>	<input 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"/>

**Learning Outcomes:****Knowledge:**

- K1.** Develop an understanding of the legal and ethical processes and procedures required in maintaining a professional arts practice.
- K2.** Develop an awareness of media and technology as a tool for making and promoting art.
- K3.** Understand the role and significance of critical evaluation and active reflection in the creative process.
- K4.** Develop and broaden independence of thought about the nature of art practice in the contemporary world.

**Skills:**

- S1.** Develop competencies in effective and professional folio presentation.
- S2.** Clearly articulate artistic concepts in both oral and written communication.
- S3.** Use a variety of available technologies to document and visually record art work.
- S4.** Develop skills to enable effective teamwork.

**Application of knowledge and skills:**

- A1.** Research legislative and ethical requirements of professional level independent arts practice
- A2.** Develop a Professional profile required of an independent creative arts practitioner that is accurate and maintained in the online environment
- A3.** Work as part of a team to investigate funding bodies and develop a complete grant application

**Course Content:**

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**Values:**

- V1.** Respect and appreciate both the rights and responsibilities of independent creative arts practice within society.
- V2.** Respect lifelong learning
- V3.** Accept a broad range of views and perceptions
- V4.** Appreciate creativity and the role it plays in the health and wellbeing of the community
- V5.** Appreciate cultural and social awareness as implicit in arts practice

**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)	Assessment task (AT#)
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.	K3, K4,	AT1
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.	K2 A3	AT2 AT3
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.	K1, K3	AT3
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 S3 S4	AT2
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.	K4 S4 A3	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1.	Collate a Resource File consisting of relevant Taxation, legal and other requirements for freelance workers / sole traders.	Portfolio of resources	25-30%
K1, K2, K3, K4, S1, S2, S3, A2	Complete a Professional portfolio consisting curriculum vitae, website, business card, artist's statement and other information as required.	Professional Portfolio	40-50%
K1, K2, K4, S1, S2, S3, S4, A3	Research a Grants body and report on its history. Complete a Grant application including all required information such as project description, timeline, budget and so on. Note: this task is Teams based.	Report and application.	25-30%

### Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)