Course Outline (Higher Education)

School: School of Arts

Course Title: VISUAL CULTURE: FOUNDATIONS AND TRADITIONS

Course ID: VCHAT1012

Credit Points: 15.00

Prerequisite(s): VCHAT1011

Co-requisite(s): Nil

Exclusion(s): VATHR1012, CAXDC2001

ASCED: 100301

Description of the Course:
This course 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)

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:

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<td>Advanced</td>
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</table>
Learning Outcomes:

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

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

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.

Course Content:

This course 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.

Values:

V1. Value cooperative and positive learning experiences
V2. Accept a broad range of views and perceptions.
V3. Promote confidence in utilising cognitive, affective and evaluative skills in respect of visual analysis.

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.
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VCHAT1012 VISUAL CULTURE:
FOUNDATIONS AND TRADITIONS

Graduate attribute and descriptor | Development and acquisition of GAs in the course |
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| **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, S1, S2, S3, A2, AT1, AT3 |
| **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. | Not applicable, Not applicable |
| **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. | Not applicable, Not applicable |
| **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. | K1, K2, S2, S3, S4, A1, A2, 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. | Not applicable, Not applicable |

**Learning Task and Assessment:**

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

**Adopted Reference Style:**

Chicago

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

Fed Cite - [referencing tool](#)