UNIT GUIDE

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Course: CUV50111 - Diploma of Visual Art

Cluster Name: Context & Culture

Year: 2015

Semester / Dates: Semester 2 – July - November

Location: City Flinders Campus

Prepared by: Lisa Cianci

Section 1 – Unit Learning and Assessment Information

UNIT DETAILS

Unit Code	Unit Name				
BSBCRT403A	Explore the history and social impact of creativity				
Semester	2	**Year**	2015	**Class**	VA1 / VA2
Day/s	Thursday	**Time**	1:00 – 4:00 pm	**No. of Weeks**	16
Room/s	TBA	**Location**	City Flinders	**Indicative Total Hours**	48

CONTACT DETAILS

	Name	Telephone	Email
Teacher/s	Lisa Cianci		lisa.cianci@vu.edu.au
Education Manager	Adam Hutterer		adam.hutterer@vu.edu.au

DELIVERY AND ASSESSMENT BREAKDOWN

Class Hours	Online Hours	Laboratory Hours	Self-Directed Hours	Workplace Hours	Total Hours
48	0	0	0	0	48

RECOGNITION OF CURRENT COMPETENCY (RCC) OR RECOGNITION OF PRIOR LEARNING (RPL)

If you wish to apply for Recognition of Current Competency and / or Recognition of Prior Learning, you should apply to the Program Manager at the beginning of the unit. RCC will be granted to students who submit a valid portfolio of evidence of competency. Arrange an appointment with the Program Manager if you feel you qualify for RCC or RPL.

LEARNING SUPPORT

If you experience difficulty with the learning in this unit, talk to your teacher as early as possible. Your teacher will help to ensure that you have appropriate learning support.

Delivery and Assessment Schedule

Sessions		Topic / Activities	Assessment
No.	**Date**	**(including any pre-reading / resources required)**	
1.	16/07	**Introduction** Introduction to the Subject, overview of assessment tasks, review of academic practice - research, critical thinking and different styles of writing Exercise: Write a short statement about what you think it means to be a creative person, a contemporary artist (to be reviewed at the end of semester), present this to the class.	
2.	23/07	**Indigenous Art** Indigenous Art - another history of creativity - creating meaning within a specific landscape, different readings over time **Visit** - *NGV Australia - Indigenous Art* Begin review of Indigenous art - select an artist or artists to write a short essay about	Start AT1 - Essay 1 - Indigenous Art - meanings and understandings over time
3.	30/07	**History of Creativity - Europe** Intro to European History of Creativity - *Make, Create, Imagine, Invent* Work on Indigenous Art essay – submit essay synopsis – 1 paragraph	Start AT3 - Blog Content Development Present AT1 - Piece 1 synopsis – 1 paragraph
4.	06/08	**Creativity in Different Cultures** Different Cultures - History of Creativity Discussion relating to different cultures within our group Begin developing content in the blog, discuss different ways of writing for a blog, review some different uses for blogs by artists & writers - write about your own background and understanding of creativity through your personal cultural heritage Work on Indigenous Art essay	
5.	13/08	**Remix Art** Contemporary Art Practices & Creativity *Remix*	
6.	20/08	**Collaborative Art** Contemporary Art Practices & Creativity *Collaborate* **ACMI – Screen Worlds**	Submit AT1 - Piece 1
7.	27/08	**Artists as Agents for Change** Contemporary Art Practices & Creativity *Artists as agents for change*	Start AT1 - Essay 2 - Remix Art, Collaborative Art, or Artists as Agents for change
8.	03/09	**Self reflection** What it means to be an artist today - self reflection & creative practice *Artist talk - 2015 student prize winners*	

9.	10/09	**Content Management, Cultural Preservation** Preservation of creative content & cultural heritage - current theories, practices & problems Image preparation for cataloguing	
10.	17/09	**Artists, Archives & Memory** Artists & Archives - memory, meaning, documentation Content Management - Creating an Inventory of Artworks, describing: Source(content & medium); Environment; Installation; Technology; Interaction (audience engagement)	
		mid term break – 21/09 – 05/10	
11.	08/10	**Content Management, Defining Series** Content Management - defining Series - Extent of the series, date range, description & intent for preservation and future re-presentation of the work.	Start AT2 - Content Management Project
12.	15/10	**Content Management, Artist Statement** Content Management - Writing an Artist Statement for preservation purposes - who are you, what kinds of work do you create, how do you go about your practice? *Artists talk: TBA*	
13.	22/10	**Content Management, completing documentation** Content Management - putting it all together	Submit AT1 Piece 2
14.	29/10	**Project Work** Project work & Writing workshop - working on reviews	Submit AT2 - Content Management Project
15.	05/11	**Project Work** Project work & Writing workshop - working on reviews	
16.	12/11	**Project Work** Writing workshop - Completion & presentation of projects, review of statement from class 1 & discussion of what it means to be a creative artist - write a follow up statement	Submit AT3 - Blog Content Development

Section 2 – Unit Assessment Information

The following assessments are designed to assess the knowledge and skills you have gained from your training. You will need to demonstrate both your knowledge and your ability to perform tasks in a real or simulated workplace environment.

ASSESSMENT FOR COMPETENCY

You must complete the following assessment tasks satisfactorily to be deemed competent in this unit.

Assessment Task List	Description	Date of Assessment	Your Outcome
1. Portfolio of 2 Writing Pieces	Two Essays: 1. Australian Indigenous Art 2. a choice of the following themes - Remix, Collaborative Art, Artists as Agents for Change & Artists and Archives	Class 6 / Class 13	
2. Documenting and Managing Creative Content	Applying methods for cultural preservation to our own creative practices	Class 14	
3. Blog Content Development	Writing and media content development for the blog developed in the Digital Media subject	Class 16	

ASSESSMENT REQUIREMENTS

Please read the following instructions about your assessment. They will help you to achieve the level of performance required to achieve success.

It is important that you clearly understand all the requirements of your assessments. If you are having difficulty with the terminology or the steps to follow please speak to your teacher / instructor prior to beginning.

The Assessment Criteria Tables included for each assessment task provide you with clear information about the particular skills and abilities that your assessor will be looking for in your work. You should self-assess your own work so that you can be confident you will meet the stated criteria.

There might be quality checkpoints highlighted throughout the assessment that you need to observe. At these points your teacher / instructor will check your work prior to your progressing.

During or following the assessment your teacher may ask you to explain various aspects of your work to test your underlying knowledge and skills.

On completion of this assessment your assessor will provide feedback. You should take this opportunity to discuss any concerns you might have had with the assessment. Your teacher will provide you with an opportunity to record these comments in your assessment record.

RE-ASSESSMENT

If your work does not meet the required standard, your teacher will give you the opportunity to have your work re-assessed. Arrangements will be made on an individual basis; however, you must be proactive to ensure that an appropriate time can be found for this.

ASSESSMENT APPEALS

If you disagree with the outcome of an assessment task, you have the right to request a review of the assessment. Your teacher will give you the opportunity to record your concerns on the teacher's record of the assessment and again on the unit outcome record.

In the first instance, such requests will ensure that a second person within the teaching area reviews your work. You will be advised of the outcome of this review in writing, most likely by email.

If you wish to take the matter further, you will need to lodge a formal appeal. You can find instructions on how to do this on the Student Portal.

Assessment Task 1

Assessment Task Title: Portfolio of 2 Writing Pieces

Documents to Submit: Essay submitted in electronmic format via VU Collaborate Dropbox

Due Date: Essay 1: Class 6, Essay 2: Class 13

Assessment Task Details & Requirements:

Overview

People working across all creative sectors enrich their professional practice through their understanding of creative history and theory.

This project comprises the development of three pieces of writing in the form of review/critical analysis: a form of seeing and writing that examines content in detail in order to discover meaning.

Writing a review of creative content consists of a set of 'ingredients' that communicate both ideas and descriptions with a balance of objectivity and informed opinion. An art review should position the reviewed work within either a broader social context/history or within the practice of a particular media. It should also provide the readers with a framework for developing their own opinion. An objective and informed voice is an essential ingredient of the review.

This first assessment task will give you a chance to demonstrate your research and writing skills. It will involve selection, research and critical analysis in the form of 3 written pieces based upon aspects of creativity and art works that will be discussed during Cultural Studies this semester.

The two pieces will cover the following areas:

> **Piece 1: Indigenous Art** - examine and review a selection of Indigenous art from the NGV Australia at Federation Square focusing on the nature of creativity, what it means to the artists and the indigenous people, and what it means to different viewers and theorists in the context of contemporary art.

> **Piece 2:** You may choose from one of the following selected themes discussed in class: **Remix Art, Collaborative Art, Artists as Agents of Change**, **Artists & Archives**. This piece will involve the critical analysis of an artist or selection of artists that work within one of those themes exploring the nature of creativity in these areas and the implications of this in the contemporary art world today.

You will be assessed on your selection process, the research you have undertaken to investigate your chosen works/creators, your critical analysis of the information found in your research, and the way you present the knowledge you have gained as presentation and written content.

Your texts will comprise short essays/reviews of approximately 800 - 1000 words for piece 1 and 1800 - 2000 words for piece 2. You should include images in your document if they are properly referenced. You must reference your research sources, and create a bibliography at the end of your text. You will be shown the correct standards and procedures to use for citation, referencing and bibliography in class.

Accompany your reviews with at least three quotes that have been derived from your independent research of the content, and at least one selected support image per artwork that clearly communicates the work.

All forms of support material should represent and reinforce your written focus. Relevance and the capacity to inform and add value to your opinion or argument about the supporting research material should be a prerequisite in your selection of material.

Requirements

Technical Development

- Use of diverse research sources - first-hand experience of pieces in galleries where possible, online content, any electronic or hard-copy publications you can find relating to the works, the artists & the genres being investigated;
- Use of word processing software such as Microsoft Word or OpenOffice (free software) to develop your written pieces;
- Inclusion of digital images in your document where necessary;
- Transposing your work to your blog - including upload and insertion of images and/or other relevant media;

Content Development

Project guidelines & Working questions

The broad ingredients of a review consist of an informative *overview* and an informed *opinion* of the content. This information is derived from both primary and secondary forms of research.

A well-researched review contributes to a well-informed or *qualified* **opinion.**

Primary research is derived directly. This will be a result of you seeing the artwork first hand. Secondary research is derived from indirect sources such as art books or journals, catalogue text, on-line research, gallery websites, etc. This will be a product of your follow-up research.

One approach in describing an artwork can consider the discussion of **Form, Content and Context** of the work.

Form

- What do you see?
- What are the elements, components or materials that comprise the artwork?
- How have the materials comprising the work been treated?
- How has the space surrounding the work been treated?
- What is the style of the work? Can you think of any other work that sits within this known style?
- Compare this other work with the work you have selected to review. How are they similar? How are they different?

Content

- What is the work about?
- How do you think the artist[s] has treated the formal elements to influence the viewers' experience of the work? for example: Has the treatment of materials impacted upon the meaning of the work?
- Do you think the viewers' experience of the work is *directly* linked to the content of the work?
- Has the environment surrounding the work become part of the work? How has this been achieved?

Context

- If the work is other than a 2-dimensional work, where is it? How does it interact with its installation?
- Is the site an important part of the context and how does it interact with other works in its proximity?
- If the work is 2-dimensional what is the social context of the work? Within what body of work does it exist and how does it fit within that work?
- Does the work react to works created either before or at the same time? What are the specifics of this relationship?
- How does the Time and Place (geospatial location) of the work's creation impact upon how that work might be understood?
- How does this work fit into a continuum of the History of Creativity? The previous question about Time and Place may help you think about our understanding of artworks and how these understandings may change over time.

Informed Opinion:

- Based on the above research, do you think the work you have chosen is a successful example of work within its context? What has lead to your opinion?
- Though this opinion is subjective, consider qualifying your opinion with evidence to support your discussion and/or argument.

Specifications

Essay 1: 800 - 1000 words. In-line images for works discussed.

Essay 2: 1800 - 2000 words. In-line images for works discussed.

Save your work as word processing document, published in PDF format to be uploaded to your blog when complete.

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and the list of knowledge and skills requirements below.

Task / Performance Criteria	Competent PP	Not Yet Competent NN
task: select appropriate content for the task **criteria** 1.1. Identify relevant sources of information on the history of creativity	Documentation demonstrates the strong relevance and advanced critical understanding of the task criteria with a clearly defined direction and outcome of the research. The subject area is well selected with a large body of reference material available to assist the research.	Content selected for the task is not suitable, or content has not been selected for the task. The task has not been understood and the submitted work demonstrates a lack of reflective practice in developing a subject area for the project.
task: research your selected genre/creators/works using a variety of sources, documenting what you have researched. **criteria** 1.2. Investigate and review different definitions of creativity and how these relate in an historical context	Documentation is well presented and organised demonstrating the depth and progression of the idea behind the research. Investigation is based on several sources from several media types. The idea behind the research and the expected outcome is clearly analysed and critiqued in the documentation.	Research has not been undertaken or is shallow and lacking in a variety of information sources. Documentation has not been undertaken to an competent level.
task: write about your chosen topic in a way that demonstrates your research and critical analysis of the your selection **criteria** 1.4. Explore the relationship between creativity and different cultures and relate these to current contexts	Written work shows a highly competent level of literacy and critical analysis. Sentences and paragraphs are well constructed and clearly communicate the ideas in the writing. The writing demonstrates a high degree of critical reflection and analysis of both the subject, your interpretations and expression in an objective voice. The contexts in which the works are created are well considered and expressed.	Written work not completed or does not demonstrate competency in literacy or critical analysis in discussing creative works and the context of their creation. Lack of reflection on the research work and personal arts/design practice means that connections have not been made and the outcome of the project is undermined. Spelling and grammar including sentence and paragraph construction are not of an acceptable standard.
task: present your work on your blog using appropriate software in the required formats for text, image, media **criteria** 1.3. Assess the ways that individuals and collaborative groups have demonstrated creativity	Presentation of work shows a highly competent standard of preparation and organisation.	Presentation and Submission of work not done, or not done to a competent standard for academic study.

Assessment Task 1 - Skills & Knowledge	Self Assess
comprehension skills to interpret information dealing with potentially complex ideas	
impact of creativity at different points in history, including contemporary perspectives	
sources of information on the history and social impact of creativity	

Assessment Task 2

Assessment Task Title: Documenting and Managing Creative Content

Documents to Submit: Essay submitted in electronmic format via VU Collaborate Dropbox

Due Date: Class 14

Assessment Task Details & Requirements:

Project Description

Artists are not necessarily the best "keepers" of creative content, or content related to the development of artworks. In the current digital information culture, it is very easy to document and record our creative practices through a variety of means, but do we do it well enough to make our work accessible for current requirements, and to future-proof our content for other stakeholders?

This assessment task is focused on developing a practice of self-documentation, and documenting artworks for professional purposed such as promotion, exhibition catalogues, etc. and for preservation purposes - keeping creative content accessible into the future.

It will be important to document not only your finished artworks, but any support content that provides further information about your creative practice, and supports your practice as evidence and record of the work you do.

Requirements

This assessment task will involve several activities that will be structured around your artworks produced in other parts of the course.

Part 1. Artist Statement - Write a brief artist statement about your self and your art practice. Focus on who you are and what you do. Research is useful here to see how other artists present themselves. You will find many examples online, or at any exhibition you might attend. Tone and style of the statement also say something about you. (~300 words)

Part 2. Archival Plan / Processes - Demonstrate throughout the semester how you are keeping your creative development and production content for art projects you are undertaking throughout the course. Make a plan for your creative content archival collection. Describe your 'Collection'. What will you keep? How will you keep it? Where will you keep it? Write a short statement about your plan for your own personal archive. Think about reviewing it each year. (~300 words)

Things to consider:

What kinds of content do you create? Painting, drawing, sculpture, mixed media, installation, performance, digital images, videos, text files, animations, games, websites, email, other?

What is the function of your content? artworks, design, instructional, administration, documentation, promotion, social communication, funding applications, evidence of transactions?

If you consider these types of content and their function, then which of those content "items" should be kept indefinitely? Which for a few years? Are there any reasons you might keep items longer, that would usually be deleted at the end of a project or after a short periods of time?

What about all the content you are keeping in online systems? Blogs, wikis, Facebook, Twitter, Youtube, Vimeo - how would you "archive" the content from these systems, and once you get the content out, how would you access it?

if you begin to identify what items you need to keep and why, then you can start to think about how you should keep them... storage methods & strategies, file formats with the best chance at longevity, physical digital storage of documentation (hard disks, DVDs, cloud servers, etc).

include documentation of how you are future-proofing your own creative practice, considering the development of some of the following elements:

Using archival materials for analogue artworks;

Documenting analogue artworks in digital formats such as image, video, text description, diagrams, specification documents, instructions, scores, scripts, etc;

Standard digital file formats to use for digital artworks or documentation of analogue works;

Naming protocols for both analogue and digital files & content;

File systems, version control, etc;

Physical backup – digital storage media & backing up, cloud backup;

Trusted custodians - now and in the future – who would you give your passwords to?

Tiering - Social media systems, interlinking with similar sites, creating an extended online presence;

Semantic web – Search Engine Optimisation (SEO) RDF, Friend of a Friend (FOAF) etc

Part 3. Series Description - Write brief archival descriptions for the broad series of artworks you can define from your creative practice. Considers all of the implications discussed in the module – specifically looking at the following elements where relevant:

- Source(content & medium);
- Environment;
- Installation;
- Technology;
- Interaction (audience engagement);
- Intent for preservation and future re-presentation of the work.

Part 4. Inventory - Prepare a set of images (minimum 20 images) for the works you will be documenting for your Series. Document your artworks and support content for the semester in the manner of an art catalogue. Some of this content may also be used by students participating in the end of year exhibition. It will be a useful exercise for exhibition, funding/exhibition applications and as part of the archival documentation of your work. List the following information with a minimum of 1 image per piece:

1. Title of the work,
2. Medium/Media,
3. Size/Dimensions,
4. Interaction information (how the audience engages with the work)
5. Installation instructions (if applicable – for complex works)

Specifications

Work must be saved in digital format using both text and image. You will create a Word document (or equivalent) while compiling all of the information, then you will be shown how to generate a PDF version for submission.

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and list of knowledge and skills requirements below.

Task / Performance Criteria	Competent PP	Not Yet Competent NN
task: Inventory **criteria** 2.3. Determine and evaluate the factors that affect the presence or extent of creativity in a given situation	Inventory documentation is extensive, a high number of artworks listed in the Inventory catalogue with accurate and insightful attention to detail in all required documentation elements. Digital image content is of a professional standard	No evidence of inventory documentation, no evidence of digital image content, or documentation and image content are very poorly developed and as such are inadequate as a usable Inventory catalogue of work
task: Archival Plan/ Series **criteria** 2.2. Explore the ways in which creativity has occurred in different fields of human endeavour	Documentation and management of creative content forming an archival collection shows a deep critical analysis and knowledge of the topic covered, with insightful reflection of own processes and creative practice and types of records and artefacts that form the collection. Series documentation is of a professional standard with appropriate and insightful determination of series groupings and written description of own artworks with no grammatical or typographical errors.	No evidence of an archival plan, or documentation is so poorly written as to be illegible or unable to provide any coherent description or understanding of own creative practice or of the task requirements. No evidence of series descriptions or descriptions are very poorly written and do not meet the criteria in determining logical groupings of artworks into series.
task: Artist Statement **criteria** 2.1. Explore the impacts of creativity on the ways that people live and work	Artist Statement is of a professional standard with insightful, critical reflection of own processes and creative practice. Text is very well written with no grammatical or typographical errors.	No evidence of Artist Statement or statement is very poorly written and as such does not meet the criteria in making explicit the processes and creative practice of the artist.

Assessment Task 2 - Skills & Knowledge	Self Assess
ways in which different factors impact on creativity and how it is demonstrated in various cultural contexts	

Assessment Task 3

Assessment Task Title: Blog Content Development

Documents to Submit: Essay submitted in electronmic format via VU Collaborate Dropbox

Due Date: Class 16

Assessment Task Details & Requirements:

Project Description

Overview

This assessment task will involve the content development of your own personal blog. The idea is to facilitate a practice of self-documentation using web technologies and digital tools that will assist in self-reflection and the cycle of creative development.

You will only be assessed on the content you develop in the blog as the technical development will be assessed in the Digital Media subject. You will use this blog to document your creative development work throughout the Unit, and you may add any other material you choose to populate the site with rich and engaging content. You can write personal journal-type entries, or document your research for the Unit, add images, videos and links to other content on the Internet.

Don't be precious about what you put on the blog - work in development, unfinished ideas and concepts - these are all elements that you would document in a visual journal, so you can develop a similar practice here.

Some of the other assessment tasks will require that they are submitted as posts or static pages on the blog.

Something interesting to consider is the difference between an analogue visual journal and a blog - what is open to public access? what is closed & too personal to put on a blog? Are there issues of ethics and intellectual property, and keeping your developmental work private until a project is complete? it's up to you to decide what content goes on the blog and what content goes in your hard-copy visual journal.

Requirements

Content Development

Minimum of 30 blog posts (not including posts for other assessment tasks) using Tagging and Categories to enable different access points for your bog content

Content can include images and links to video objects on Youtube and Vimeo.

Content should mostly be your own, but you can link to other people's content that interests you, or that inspires you. Just make sure that the work of others is obviously attributed to them.

You are encouraged to comment on your classmates' blogs also to build up a "community of practice". Regular communication with each other through the blogs creates links and builds your web profile.

Specifications

Work will be assessed on your blog so it is important to include all images and media in the blog entry, and to properly reference your content.

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and list of knowledge and skills requirements below.

Task / Performance Criteria	Competent PP	Not Yet Competent NN
task: write blog posts **criteria** 3.4. Identify and access opportunities to build own creative thinking skills	Blog content is extensive with a minimum 30 posts, the content is varied incorporating many well written posts, image and multimedia content, content by the author and links to external content, gives a very professional impression of the artist's work and influenced	No evidence of blog content or very little blog content which gives a poor impression of the artist's skill and does not convey a competent web presence.
task: maintain a web presence using the blog **criteria** 3.1. Extract key information and ideas from the history of creativity for possible relevance to own life and work 3.3. Reflect on how creativity or creative thinking might be integrated into own life and work	current, extensive and well developed Tag Cloud and the blog has been used in a consistently creative and inventive way to create an engaging and highly professional web presence for a visual artist	no evidence of regular maintenance, no evidence of Tags, blog cannot be used to support a web presence for a visual artist
task: engage with others using blogging technology **criteria** 3.2. Discuss and explore ideas with others	a consistent record of posting insightful and appropriate comments to other classmates' blogs	no evidence of comments posted to other classmates' blogs or inappropriate comments posted to others' blogs

Assessment Task 3 - Skills & Knowledge	Self Assess
communication skills to discuss and explore ideas about creativity with others	
potential links between the history of creativity and current individuals and communities	