

## EDUC20062 Youth Arts: Expressing Cultural Identity

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| <b>Credit Points:</b>                    | 12.5  |
| <b>Level:</b>                            | 2 (Undergraduate)   |
| <b>Dates &amp; Locations:</b>            | This subject is not offered in 2016. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.  |
| <b>Time Commitment:</b>                  | Contact Hours: 36 hours Total Time Commitment: 170 hours  |
| <b>Prerequisites:</b>                    | None  |
| <b>Corequisites:</b>                     | None  |
| <b>Recommended Background Knowledge:</b> | None  |
| <b>Non Allowed Subjects:</b>             | None  |
| <b>Core Participation Requirements:</b>  | <p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> |
| <b>Contact:</b>                          | Dr Richard Sallis<br><a href="mailto:sallis@unimelb.edu.au">sallis@unimelb.edu.au</a> ( <a href="https://mce_host/faces/htdocs/sallis@unimelb.edu.au%20">https://mce_host/faces/htdocs/sallis@unimelb.edu.au%20</a> )   |
| <b>Subject Overview:</b>                 | This subject will explore how young people create their social and personal identities through the arts (including visual and performing arts), and use these processes to relate to peers and society. This subject is taught in intensive mode with a combination of tutorials and cultural site visits. Students will investigate trends in young people's use of the arts to develop and express individualities, and then create an 'artefact' using the arts to illustrate understandings of these trends. Student understanding of youth arts will be contextualised through investigations into the companies, organisations and individuals who provide or facilitate visual and performing arts works and experiences for young people.   |
| <b>Learning Outcomes:</b>                | At the completion of this subject, students will: <ul style="list-style-type: none"> <li># Develop greater understanding of contemporary social cultural theories;</li> <li># Experience a range of arts practices as art-makers and/or audience members;</li> <li># Develop skills in applying arts making and responding skills to workplace situations;</li> <li># Explore and develop personal understanding of the ways young people use the arts and technology/digital media when developing and expressing personal values, beliefs and personal identity;</li> <li># Practise skills of critical reflection and critique</li> </ul>  |
| <b>Assessment:</b>                       | Class presentation - Practical arts-based presentaton (1600 words equivalent) and an accompanying written 'Exegesis' (1200 words), Practical presentation due in the final class and Exegesis due 4 weeks after final class (60%) Discussion Board Reports (3): comprising a 'street research' response; a critical response to one lecture; and an evaluation of one workshop (1200 words), due 2 weeks after the completion of classes (40%) Hurdle requirements: This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.   |
| <b>Prescribed Texts:</b>                 | Course readings and cultural site critiques will be provided.   |
| <b>Breadth Options:</b>                  | This subject potentially can be taken as a breadth subject component for the following courses:   |

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|                                      | <p># <b><u>Bachelor of Arts</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ARTS">https://handbook.unimelb.edu.au/view/2016/B-ARTS</a>)</p> <p># <b><u>Bachelor of Biomedicine</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-BMED">https://handbook.unimelb.edu.au/view/2016/B-BMED</a>)</p> <p># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-COM">https://handbook.unimelb.edu.au/view/2016/B-COM</a>)</p> <p># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENVS">https://handbook.unimelb.edu.au/view/2016/B-ENVS</a>)</p> <p># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-MUS">https://handbook.unimelb.edu.au/view/2016/B-MUS</a>)</p> <p># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-SCI">https://handbook.unimelb.edu.au/view/2016/B-SCI</a>)</p> <p># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENG">https://handbook.unimelb.edu.au/view/2016/B-ENG</a>)</p> <p>You should visit <b><u>learn more about breadth subjects</u></b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p> |
| <b>Fees Information:</b>             | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>  |
| <b>Generic Skills:</b>               | <p>This subject will assist students to acquire the following graduate attributes:</p> <ul style="list-style-type: none"> <li># A strong sense of intellectual integrity and the ethics of scholarship;</li> <li># In-depth knowledge of their specialist modes of expression;</li> <li># Critical and creative thinkers, with an aptitude for continued self-directed learning;</li> <li># Expand their analytical and cognitive skills through learning experiences in diverse settings;</li> <li># The capacity to participate fully in collaborative learning and to confront unfamiliar problems;</li> <li># The capacity to initiate and implement constructive change in their communities, including professions and workplaces;</li> <li># Excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations;</li> <li># An awareness of the strategies to initiate and implement constructive change in their communities, including professions and workplaces.</li> </ul>   |
| <b>Links to further information:</b> | <a href="http://education.unimelb.edu.au/study_with_us/breadth/creative_projects_digital_technologies#youth">http://education.unimelb.edu.au/study_with_us/breadth/creative_projects_digital_technologies#youth</a>  |
| <b>Related Breadth Track(s):</b>     | Creativity, the Arts, and Young People   |