

## EDUC20062 Youth Arts: Expressing Cultural Identity

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<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>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry.The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject will explore how young people create their social and personal identities through artistic media, and use these processes to relate to peers and society. A combination of tutorials, studio workshops, online discussions and 'street research' will allow participants to 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 gained regarding these trends. Learning will be reinforced by cultural site visits and focused coursework. Student understanding of youth arts will be contextualised through investigations into the companies, organisations and individuals who provide or facilitate performance and artistic products 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>	A 1600-word report comprising a 'street research' response, a critical response to one lecture and an evaluation of one workshop. Due mid semester, 40% Class presentation - contribution to an exhibition of student -produced 'artefacts', such as installations, street drama, video production, digital media, music performance, video game construction etc. and an accompanying written 'Exegesis' (2,400 words). Due end of semester, 60% Hurdle task – Participation in on six line discussion via LMS over 12 weeks
<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:

	<ul style="list-style-type: none"> <li># <b><u>Bachelor of Arts</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ARTS">https://handbook.unimelb.edu.au/view/2014/B-ARTS</a>)</li> <li># <b><u>Bachelor of Biomedicine</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-BMED">https://handbook.unimelb.edu.au/view/2014/B-BMED</a>)</li> <li># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-COM">https://handbook.unimelb.edu.au/view/2014/B-COM</a>)</li> <li># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENVS">https://handbook.unimelb.edu.au/view/2014/B-ENVS</a>)</li> <li># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-MUS">https://handbook.unimelb.edu.au/view/2014/B-MUS</a>)</li> <li># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-SCI">https://handbook.unimelb.edu.au/view/2014/B-SCI</a>)</li> <li># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENG">https://handbook.unimelb.edu.au/view/2014/B-ENG</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</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>	The Arts, Creativity, Young People and Learning Creativity, the Arts, and Young People