MMCS220

Arts and Entertainment Industries

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Veronica Monro
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Y3A 165G

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
Creativity lies at the core of the contemporary arts and entertainment industries. In this unit, students will explore a number of themes on creativity. At the micro-level, students explore creativity on an individual level. They then consider how individuals work within creative collaborative groups, and how such groups are managed within the arts and entertainment industries. Students then consider the literature on 'creative cities' and 'creative class', which explores creativity more broadly. This is further expanded when considering national cultural policy in a number of different countries. At the macro level, the unit concludes with discussion of international cultural policies and the changing arts business environment.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.

Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries

Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.

Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.

Identify the major themes, issues and debates relating to the creative and cultural industries.

Apply concepts to specific arts and entertainment industry case studies.

General Assessment Information

Late submissions and late submission penalty

"Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests."

Assessment standards in this unit align with the University's grade descriptors, available at: http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicies/assessment

Assessment Tasks

Name	Weighting	Hurdle	Due
Case Study Analysis	25%	No	March 26, 5pm
Collaborative project	35%	No	May 7, 14 or 21
Creative Careers Research	40%	No	June 4, 5pm

Case Study Analysis

Due: **March 26, 5pm**
Weighting: **25%**

Due: Week 5, Monday, March 26, 5pm, via Turnitin

Choose an artist or a creative project as a case study:

For this case study, you must identify and analyse an artist, an artistic work or a creative project within the contemporary arts and entertainment industries. The analysis should define and discuss what is creative about the artist or the project you have chosen while utilising academic discourse and literature to justify your analysis. Discuss the creative processes used within the case and pinpoint its aims and outcomes. Consider and include existing theoretical concepts about creativity when analysing the creative case you choose. Additionally, research and include industry related information in your case study. Compare, analyse and discuss the creative concepts that were effective, or ineffective, and support your analysis and discussion by providing relevant sources and references. Ensure that you reference sources correctly in APA

format. Maximum of 1200 words (including references, at least two of which need to be academic sources)

For ideas on what to conduct a case study on:

- An event, such as a music or film festival
- A gallery opening
- A performance
- A collection of published / released works, such as a music album or written work

For an example of a case study, see:

Preece, C., Kerrigan, F., O'Reilly, D., (2016). Framing the work: The composition of value in the visual arts. *European Journal of Marketing, 50*(7-8), 1377-1398.

Assessment criteria:

- Demonstrated ability to analyse and discuss a creative case study
- Demonstrate an ability evaluate your chosen case study concerning the ways in which the arts and entertainment industries function and are framed
- Demonstrate an ability to form reasoned arguments and a conclusion
- Cited sources using APA referencing
- Clarity of expression in line with expected academic standards

On successful completion you will be able to:
- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
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Collaborative project

Due: **May 7, 14 or 21**
Weighting: **35%**

Process and pitch: Collaborate to plan a creative, group project and pitch your project in a professional, industry specific and creative way

In this group assessment, you will collaborate with others to think of a creative project within the arts and entertainment industries. You will then work together to design and plan a pitch based on the themes and criteria below. Your pitch must capture and engage others through collaboratively inspired ideas and innovative, creative processes. It must also convey how your

creative project relates to industry in a local, national or international context. Your group must choose one of, or a variation of, the following themes:

- An event

- A performance

- An artistic collection of work (such as a music album or collection of artworks)

- A recorded work (such as a music video or film)

- A written work (such as a book or a collection of poetry)

Once you have chosen a theme, you must work together to develop a creative and interesting creative project. You will not be performing or conducting the project; simply 'pitching' it. Students will be grouped for this assessment and groups will be allocated a specific 'pitch deadline' as a due date. Your group (and each individual member of your group) will be asked to briefly discuss your project and individual roles during the Week 7 seminar. There are different components to this assessment. Please plan and manage your time appropriately in order to submit all components:

- **Project pitch (Group presentation 'pitch' will be held during allocated times within seminars in Week 9 - May 7, Week 10 - May 14, or Week 11 - May 21. Your pitch script must be submitted via Turnitin by 5pm of your pitch date):** You will pitch your project idea or creative exegesis with your group in a professional, industry relevant and creative way. Your pitch must highlight what is creative about your group project, how it engages individual creativity. Your pitch must include the idea itself (and how it was generated), the creative processes required to execute the idea, the industry and related strategies you will use to market the idea and the desired outcome. Discuss who your target audience might be and who you are pitching to (for example, a grant application, a funding panel or a record label). Consider your audience, the immediate arts and entertainment industries and its potential for community and/or global interaction. Each member of your group must also individually present their own contribution to the project. Your pitch must adhere to the following 'brief':
    - One minute group introduction; Up to two minutes for each individual section; One minute group conclusion
    - A script of your presentation must be submitted via Turnitin by 5pm of your pitch date
    - You must include academic references and sources in your presentation and script

- **Individual process reflection (Process reflections are due on the Friday, 5pm, after your group pitch, via Turnitin. Week 9 - May 11, Week 10 - May 18, or Week 11 -**

May 25): Reflect on your group project progressively throughout the session (approximately 700 words) and on the final pitch (approximately 300 words) you presented. Discuss the process, planning and actions that your group used. Incorporate seminar content and any relevant literature in your discussion. Describe how you contributed to the group process and construct your reflection progressively (for example, start writing notes and reflections early in the process and add to these each week). Your reflection must also discuss the outcome of your pitch and include your thoughts on how it was conducted, what went well and what can be improved. Finally, consider how the group project relates to you as an individual and to your own career path. Discuss what you have learned and how this may be applied to your own creative practice or career development.

- ◦ Max 1000 words (references included)
- ◦ You must include two academic references in your writing

Assessment criteria:

- Evidence of artistic intent or objective
- Demonstration of original ideas and critical thinking
- Evidence of proposed funding
- Demonstration of local, national or international context
- Overall structure, cohesiveness and APA referencing
- Demonstration of reflection, creative processes and problem solving
- Clarity of expression in line with expected academic standards including APA referencing

On successful completion you will be able to:
- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Identify the major themes, issues and debates relating to the creative and cultural industries.

Creative Careers Research

Due: **June 4, 5pm**
Weighting: **40%**

Creative careers research: An individual research project

Due: Week 13, Monday, June 4, 5pm, via Turnitin

In this assessment, you will explore and investigate careers in the arts and entertainment industries. Research your chosen industry and include relevant national and/or international contexts. Describe your industry and its position within arts and entertainment. Once you have chosen your industry field, choose a minimum of two creative roles that interest you and discuss the ways in which these roles may align with your personal interests and goals. Discuss the potential of these roles. Describe the creativities within these roles and reflect on the career strategies required for these roles. Utilise unit readings, industry related literature (such as job networks, organisations and relevant associations), seminar content and readings to support your discussion. You must include at least three academic sources and frame these sources as relevant to your analyses of the industry and roles.

- Maximum of 2200 words (including references)
- A minimum of two creative roles within an industry field of your choice

Assessment criteria:

- Demonstrated industry context
- Demonstrated analysis and the relevance of each role
- Demonstrated role requirements
- Demonstrated analysis of multiple creativities
- Inclusion of data related to the relevant industry and to chosen roles
- Evidence of reflective and critical thinking
- Academic writing skills and appropriate, consistent APA referencing

On successful completion you will be able to:
- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
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- Apply concepts to specific arts and entertainment industry case studies.

Delivery and Resources

MMCS220 Arts and Entertainment Industries is a 2-hour seminar, Mondays 12nn - 2pm, Y3A 165G

ASSIGNMENT SUBMISSION

- **Submissions for all written assessments or assessment components -** Written assessments (or the written components of an assessment, such as Assessment 2 - Collaborative project script and reflection) for this unit are to be submitted online via Turnitin which can be accessed through the MMCS220 iLearn.

UNIT READINGS & WEEKLY TOPICS

Please find the listed weekly readings via the Macquarie University library. These will be used in discussion during seminars and it is expected that you will utilise relevant readings in your written assessments.

Week 1, February 26 - The Arts and entertainment industries

- McKee, A., Collis, C., Nitins, T., Ryan, M., Harrington, S., Duncan, B., Carter, J., Luck, E., Neale, L., Butler, D. and Backstrom, M., (2014). Defining entertainment: An approach. *Creative Industries Journal*, *7(2),* 108-120.

Week 2, March 5 - Conceptualising creativity and developing creative careers

- Csikszentmihalyi M., (2014). Society, culture, and person: A systems view of creativity. *The Systems Model of Creativity: The collected works of Mihaly Csikzentmihalyi*. 69-85. Springer, Dordrecht.
- McIntyre, P., (2012). Reconceptualising creativity. *Creativity and Cultural Production: Issues for Media Practice.* 69-85. Palgrave Macmillan, New York.

Week 3, March 12 - Art and Commodity: What is it like to work in the creative and cultural industries

- Hughes, D., Evans, M., Morrow, G. and Keith, S., (2016). The new business of music. *The New Music Industries: Disruption and Discovery.* 17-36. Palgrave Macmillan, Basingstoke.

Week 4, March 19 - Copyright, creative commons, ethics and integrity in the arts

- Throsby, D. and Zednik, A., (2010). *Do you really expect to get paid? An economic study of professional artists in Australia.* The Australia Council for the Arts. Strawberry Hills.

Week 5, March 26 - Marketing creativity; Creativity in marketing

- Bilton, C. and Leary, R., (2002). What can managers do for creativity? Brokering

creativity in the creative industries. *International Journal of Cultural Policy. 8(1)*, 49-64.

Week 6, April 2 - No seminar; Easter Monday public holiday

Week 7, April 9 - National and international arts cultures, cultural policies and patronage

- McIntyre, P. and Kerrigan, S., (2014). Pursuing extreme romance: Change and continuity in the creative screen industries in the Hunter Valley. *Studies in Australasian Cinema. 8(2-3)*, 133-149.

Week 8, April 30 - Portfolio careers in the arts and the changing nature of work

- Foord, J., (2009). Strategies for creative industries: An international review. *Creative Industries Journal. 1(2)*, 91-113.

Week 9 , May 7 - Group project pitch assessments & careers research project discussion

Week 10, May 14 - Group project pitch assessments & careers research project discussion

Week 11, Mary 21 - Gatekeepers: Why is gatekeeping in a national and international context important & Group project pitch assessments

- Pitts, F., (2015). A hidden history: Defining and specifying the role of the creative industries. *Creative Industries Journal. 8(1)*, 73-84.

Week 12, May 28 - Art and Commerce: Creative process, product and vision towards a national and international context

- Kolb, B., (2015). Finding your entrepreneurial inspiration. *Entrepreneurship for the Creative and Cultural Industries.* 5-58. Routledge, London and New York.

Week 13, June 4: Creative careers research submission

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Additional information

Late Submissions

- ***Late Submission Penalty***

  "Unless a Special Consideration request has been submitted and approved, (a)
  a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for
  assignments submitted after the due date – and (b) no assignment will be accepted more
  than seven (7) days (incl. weekends) after the original submission deadline.
  No late submissions will be accepted for timed assessments – e.g. quizzes, online tests."

Media, Music, Communication and Cultural Studies (MMCCS) Website

https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application

http://www.mq.edu.au/pubstatic/public/download/?id=167914

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
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- Apply concepts to specific arts and entertainment industry case studies.

Assessment tasks

- Collaborative project
- Creative Careers Research

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.

Assessment tasks

- Case Study Analysis
- Collaborative project

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Identify the major themes, issues and debates relating to the creative and cultural industries.

Assessment task

- Creative Careers Research

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
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Assessment tasks

- Case Study Analysis
- Collaborative project
- Creative Careers Research

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

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Assessment tasks

- Case Study Analysis
- Collaborative project
- Creative Careers Research

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
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Assessment tasks

- Case Study Analysis
- Collaborative project
- Creative Careers Research

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
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Assessment tasks

- Case Study Analysis
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- Creative Careers Research

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Apply concepts to specific arts and entertainment industry case studies.

Assessment task

- Collaborative project

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Apply concepts to specific arts and entertainment industry case studies.

Assessment task

- Collaborative project

Changes since First Published

Date	Description
20/02/2018	Assessment content and criteria have been clarified. Typographical error corrected.