

## **Art and culture**

The subject of art and culture is its by nature interdisciplinary. It is grounded in aesthetics, the history of ideas, history, architecture, and in dance, film, art, music and the theatre. The subject covers cultural history in the sense of the history of art forms and the relationship between cultural history, contemporary ideas and societal change. The subject covers both contemporary and historical, national and international cultural trends with emphasis on developments in the West.

### **Aim of the subject**

Teaching in the subject of art and culture should aim at helping students develop knowledge of the history of ideas, the development of the arts, as well as of contemporary cultural expression. It should also help students develop knowledge of what may be meant by culture and what the concept covers.

Teaching should give students the opportunity to become familiar with the diversity and richness of artistic expression, and also increase their readiness to embrace what may seem new and strange. Students should be given the opportunity to develop a reflective and critical approach to art forms and the role of the arts in society. Teaching should also help students develop creativity and an interest in personal creativity.

Analysing, interpreting and experiencing different kinds of cultural expression, also using different media, should be an essential part of the teaching. Teaching should blend theory with practice with an emphasis on both reflection and experience. It should also encourage students to experiment with different forms of expression and presentation using different media. Teaching should also provide scope for study visits and cultural experiences of different kinds.

### **Teaching in the subject of art and culture should give students the opportunities to develop the following:**

- 1) Knowledge of culture and the history of ideas from ancient times to today, as well as concepts from common epochs and genres.
- 2) The ability to put the development of culture and ideas into a broader context, and also to reason about how different events have influenced and influence the development of ideas and the arts.
- 3) Knowledge of the different meanings of the concept of culture and key ways of thinking in aesthetics.
- 4) Knowledge of the special means of expression used in different arts, and also their interaction with each other, with technological development and with the surrounding society.
- 5) Knowledge of what has characterised and characterises creative environments, and also about the conditions for creativity for different groups.

- 6) The ability to analyse and interpret cultural expressions and ideas by means of adequate concepts, methods and theories.

### **Courses in the subject**

- Film and TV studies, 100 credits.
- Art forms and society, 50 credits. Grades in the course cannot be included in the student's diploma together with grades in the course contemporary culture.
- History of culture and ideas, 100 credits.
- Contemporary culture, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course art forms and society.

## Art forms and society

The course art forms and society covers points 2–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Orientation to contemporary cultural expressions and points of contact between them.
- Different meanings of the concept of culture and the relationship between established art forms and popular culture.
- The relationship between social change and forms of artistic expression, in the present and from historical perspectives.
- Role and conditions of different forms of artistic expression in contemporary society. Issues relating to copyright, freedom of expression, democracy and censorship, as well as technological opportunities for presenting artistic work.
- The conditions of the arts practitioner, as well as concepts of creativity and the characteristics of creative environments.
- Students' own creative work and how it relates to contemporary artistic expression.
- Analysis and interpretation of current cultural and artistic phenomena. Concepts and theories occurring in current cultural debates.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of different kinds of contemporary cultural expressions, and apply **some** point of contact between them. In addition, students give an account **in basic terms** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art and popular culture.

Students apply **simple** reasoning about the relationship between artistic expression and societal changes. Students also discuss **in basic terms** and with **simple** arguments the role in society of artistic forms of expression, and also the relationship between a society's view of democracy, freedom of expression and censorship, and how artistic and cultural expressions are used. In addition, students give an account **in basic terms** of **some** relationships between technological and cultural development, and how these can change the conditions for artists in society. Furthermore, students apply **simple** reasoning to the conditions for artistic expression today, and about different approaches to creativity and creative environments.

Students make **simple** interpretations and analyses of current cultural and artistic phenomena using **some** forms of presentation and give **simple** explanations for their interpretations and analyses. Furthermore, students formulate **simple** reflections of their own cultural experiences, and make **simple** connections between their own experiences of creativity and contemporary artistic expression. In their interpretation and analysis, students use **with some certainty** relevant concepts and theories.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students give an account **in detail** of different kinds of contemporary cultural expressions, and apply **some** points of contact between them. In addition, students give an account **in detail** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art and popular culture.

Students apply **well grounded** reasoning about the relationship between artistic expression and societal changes. Students also discuss **in detail** and with **well grounded** arguments the role in society of artistic forms of expression, and also the relationship between a society's view of democracy, freedom of expression and censorship, and how artistic and cultural expressions are used. In addition, students give an account **in detail** of **some** relationships between technological and cultural development, and how these can change the conditions for artists to be active in society. Furthermore, students apply **well grounded** reasoning to the conditions for artistic expression today, and about different attitudes to creativity and creative environments.

Students make interpretations and analyses of current cultural and artistic phenomena with the help of **some** presentation forms and give **well grounded** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded** reflections of their own cultural experiences, and make **well grounded** connections between their own experiences of creativity and contemporary artistic expression. In their interpretation and analysis, students use **with some certainty** relevant concepts and theories.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students give an account **in detail and in a balanced way** of different kinds of contemporary cultural expressions, and apply **several** points of contact between them. In addition, students give an account **in detail and in a balanced way** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art and popular culture.

Students apply **well developed and balanced** reasoning about the relationship between artistic expression and societal changes. Students also discuss **in detail** and with **well grounded and balanced** arguments the role in society of artistic forms of expression, and also the relationship

between a society's view of democracy, freedom of expression and censorship, and how artistic and cultural expressions are used. In addition, students give an account **in detail and in a balanced way** of **some** relationships between technological and cultural development, and how these can change the conditions for artists to be active in society. Furthermore, students apply **well grounded and balanced** reasoning to the conditions for artistic expression today, and about different attitudes to creativity and creative environments.

Students make **complex** interpretations and analyses of current cultural and artistic phenomena using **some** forms of presentation, and give **well grounded and balanced** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded and balanced** reflections of their own cultural experiences, and make **well grounded and balanced** connections between their own experiences of creativity and contemporary artistic expression. In their interpretation and analysis, students use **with certainty** relevant concepts and theories.

## Contemporary culture

The course contemporary culture covers points 1–6 under the heading Aim of the subject. The course covers basic knowledge.

### Core content

*Teaching in the course should cover the following core content:*

- Orientation to contemporary culture and points of contact between them, and how contemporary art is related to its history.
- Different meanings of the concept of culture and the relationship between established art forms and popular culture.
- The relationship between different forms of contemporary culture and technological and social development.
- The emergence of youth cultures as a way of signifying individuality and identity.
- The role and conditions of different forms of cultural expression in modern society, and the conditions for contemporary artistic creation. The role gender and other group affiliations play, as well as cultural policies, the market and type of audience.
- Concepts of creativity and the characteristics of creative environments, as well as the city as a cultural environment, from both local and international perspectives.
- Ethical discussions of the artist's role and responsibility in society, e.g. as regards freedom of expression, adaptation to democracy and the role of art in provoking debate.
- Discussion, analysis and interpretation of current cultural and artistic phenomena in different types of presentations e.g. via modern technology. Concepts and theories occurring in current cultural debates.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of different kinds of contemporary cultural expressions, and apply **some** point of contact between them. Students apply **simple** reasoning about how contemporary art is related to its history. In addition, students give an account **in basic terms** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art, and youth and popular culture.

Students apply **simple** reasoning about the relationship between artistic expression, societal changes and technological development. Students also discuss **in basic terms** and with **simple** arguments the role in society of artistic forms of expression, the conditions for artistic creativity

and the role that gender and other forms of group affiliation play, and also how factors such as cultural policy, the market and type of audience influence conditions. In addition, students apply **simple** reasoning to the role and responsibility of the artist in society, about different attitudes to creativity and creative environments, and also about the town as a cultural environment.

Students make **simple** interpretations and analyses of current cultural expressions using **some** forms of presentation and give **simple** explanations for their interpretations and analyses. Furthermore, students formulate **simple** reflections on their own cultural experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and theories.

## **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## **Grade C**

Students give an account **in detail** of different kinds of contemporary cultural expressions, and apply **some** points of contact between them. Students also apply **well grounded** reasoning about how contemporary art is related to its history. In addition, students give an account **in detail** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art, and youth and popular culture.

Students apply **well grounded** reasoning about the relationship between artistic expression, societal changes and technological development. Students also discuss **in detail** and with **well grounded** arguments the role in society of artistic forms of expression, the conditions for artistic creativity and the role that gender and other forms of group affiliation play, and also how factors such as cultural policy, the market and type of audience influence conditions. In addition, students apply **well grounded** reasoning to the role and responsibilities of the artist in society, about different attitudes to creativity and creative environments, and also about the town as a cultural environment.

Students make interpretations and analyses of different contemporary cultural expressions using **some** forms of presentation and give **well grounded** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded** reflections on their own cultural experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and theories.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students give an account **in detail and in a balanced way** of different kinds of contemporary cultural expressions, and apply **several** points of contact between them. Students also apply **well grounded and balanced** reasoning about how contemporary art is related to its history. In addition, students give an account **in detail and in a balanced way** of different ways of using the concept of culture, and applying different aspects to the relationship between established forms of art, and youth and popular culture.

Students apply **well grounded and balanced** reasoning about the relationship between artistic expression, societal changes and technological development. Students also discuss **in detail** and with **well grounded and balanced** arguments the role in society of artistic forms of expression, the conditions for artistic creativity and the role that gender and other forms of group affiliation play, and also how factors such as cultural policy, the market and type of audience influence conditions. In addition, students apply **well grounded and balanced** reasoning about the role and responsibilities of the artist in society, about different attitudes to creativity and creative environments, and also about the town as a cultural environment.

Students make **complex** interpretations and analyses of different contemporary cultural expressions using **some** forms of presentation, and give **well grounded and balanced** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded and balanced** reflections on their own cultural experiences. In their interpretation and analysis, students use **with certainty** relevant concepts and theories.

## Culture and history of ideas

The course culture and history of ideas covers points 1–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Key characteristics of the history of culture and ideas with emphasis on development in the West, and the attitudes and artistic expressions that point to the present.
- Cultural expressions from different epochs and cultural spheres.
- The relationship between cultural expression, trends in ideas and social change during different cultural epochs.
- The current division of cultural history and the history of ideas into epochs, their characteristics and the problems involved in making these divisions.
- Key aspects of the history of aesthetics and different aspects of the concept of culture, as well as different perceptions of high culture and popular culture through history.
- The impact of technological development on artistic means of expression.
- Artistic conditions, how they have changed over time and in different environments, as well as the role gender and other group affiliations have played in this context.
- The relationship between art and culture, with power and authority covering everything from propaganda to critical questioning.
- Discussion, analysis and interpretation of works of art, and other forms of cultural expression using appropriate concepts, methods and theories.

## Knowledge requirements

### Grade E

Students give an account **in basic terms** of the main features of the history of culture and ideas from ancient times to today, and also apply **simple** reasoning to the classification of time periods and their **important** concepts. Students also give an account **in basic terms** of different phenomena in the history of culture and ideas. In their reports, students use **with some certainty** relevant concepts. In addition, students explain **in basic terms** relationships between cultural expressions, trends in ideas, technical development and societal changes during different cultural epochs. Students relate different phenomena from the history of culture and ideas to a larger context by making **simple** connections to parallels in history and the present.

Students give an account **in basic terms** of different ways of using the concept of culture, and also apply **simple** reasoning from the history of aesthetics and different historical approaches to high and popular culture. Students also give an account **in basic terms** of how the conditions for artistic creativity have changed over time, and also the role played by gender and other affiliation factors. In addition, students draw **simple** conclusions about and discuss **in basic terms** and with **simple** arguments the relationship between art, power and authority.

Students make **simple** interpretations and analyses of artistic and other cultural expressions from ancient times to today using different types of presentations, and give **simple** explanations for their interpretations and analyses. Furthermore, students formulate **simple** reflections on their own cultural experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and **some** relevant methods or theories.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students give an account **in detail** of the main features of the history of culture and ideas from ancient times to today, and also apply **well grounded** reasoning to the classification of time periods and their **important** concepts. Students also give an account **in detail** of different phenomena in the history of culture and ideas. In their reports, students use **with some certainty** relevant concepts. In addition, students explain **in detail** relationships between cultural expressions, trends in ideas, technical development and societal changes during different cultural epochs. Students relate different phenomena from the history of culture and ideas to a larger context by making **well grounded** connections to parallels in history and the present.

Students give an account **in detail** of different ways of using the concept of culture, and also apply **well grounded** reasoning from the history of aesthetics and different historical approaches to high and popular culture. Students also give an account **in detail** of how the conditions for artistic creativity have changed over time, and also the role played by gender and other affiliation factors. In addition, students draw **well grounded** conclusions about and discuss **in basic terms** and with **well grounded** arguments the relationship between art, power and authority.

Students make interpretations and analyses of artistic and other cultural expressions from ancient times to today, in different presentation forms, and give **well grounded** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded** reflections on their own cultural experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and **some** relevant methods or theories.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students give an account **in detail and in a balanced way** of the main features of the history of culture and ideas from ancient times to today, and also apply **well grounded and balanced**

reasoning to the classification of time periods and their **important** concepts. Students also give an account **in detail and in a balanced way** of different phenomena in the history of culture and ideas. In their reports, students use **with certainty** relevant concepts **and theories**. In addition, students explain **in detail and in a balanced way** relationships between cultural expressions, trends in ideas, technical development and societal changes during different cultural epochs. Students relate different phenomena from the history of culture and ideas to a larger context by making **well grounded and balanced** connections to parallels in history and the present.

Students give an account **in detail and in a balanced way** of different ways of using the concept of culture, **and apply different theories about this**, and also apply **well grounded and balanced** reasoning from the history of aesthetics and different historical approaches to high and popular culture. Students also give an account **in detail and in a balanced way** of how the conditions for artistic creativity have changed over time, and also the role played by gender and other affiliation factors. In addition, students draw **well grounded and balanced** conclusions about and discuss **in detail** and with **well grounded and balanced** arguments the relationship between art, power and authority.

Students make **complex** interpretations and analyses of artistic and other cultural expressions from ancient times to today using different types of presentations, and give **well grounded and balanced** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded and balanced** reflections on their own cultural experiences. In their interpretation and analysis, students use **with certainty** relevant concepts and **some** relevant methods or theories.

## Film and TV studies

The course film and TV studies covers points 1–2 and 4–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Films from different eras, genres and cultural spheres.
- History of the motion picture and its evolution from silent films, both fictional and documentary, to digital film narratives.
- Film genres and stylistic features of film and television from different periods, such as drama, shows and series. How a genre is defined and its characteristics.
- Film aesthetics. The language of film compared to other forms of narrative such as theatre, in terms of dramaturgy, characters and other factors. Use of graphics and sound as narrative components.
- Film and television dramaturgy, such as the Anglo-Saxon and the epic narrative form.
- The role of film and TV in the present and the past in society. Creative environments in the world of TV and film.
- Ethical debates in film and television concerning e.g. censorship, democracy, freedom of expression and copyright laws.
- Concepts and methods of film history and theory.
- Interpretation, discussion and critical analysis of different forms of cinematic expression. Analysis of narrative components and graphics, as well as analysis based on different themes.

## Knowledge requirements

### Grade E

Students give an account **in basic terms** of key phenomena in film and TV history, and also make **simple** connections to the present. Students also give an account **in basic terms** of key features of films and documentary narratives, and also of **some** film and TV genres. In addition, students discuss **in basic terms** the aesthetics of film media.

Students apply **simple** reasoning about the relationship between film and society, about attitudes to creative environments, and also about ethical issues and dilemmas in film and TV.

Based on the key concepts and tools from cinematic history and theory, students apply **simple** reasoning about style, content and key ideas in films and film-making from different periods and

eras. Students make **simple** interpretations and analyses of different forms of cinematic expression, both orally and in writing, and give **simple** explanations for their interpretations and analyses. Furthermore, students formulate **simple** reflections on their own film experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and methods.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students give an account **in detail** of key phenomena in film and TV history, and also make **well grounded** connections to the present. Students also give an account **in detail** of key features of films and documentary narratives, and also of **some** film and TV genres. In addition, students discuss **in detail** the aesthetics of film media.

Students apply **well grounded** reasoning about the relationship between film and society, about attitudes to creative environments, and also about ethical issues and dilemmas in film and TV.

Based on key concepts and tools from cinematic history and theory, students apply **well grounded** reasoning about style, content and key ideas to films and film-making from different periods and eras. Students make interpretations and analyses of different cinematic expressions, both orally and in writing, and give **well grounded** explanations for their interpretations and analyses. Furthermore, students formulate **well grounded** reflections on their own film experiences. In their interpretation and analysis, students use **with some certainty** relevant concepts and methods.

### Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### Grade A

Students give an account **in detail and in a balanced way** of key phenomena in film and TV history, and also make **well grounded and balanced** connections to the present. Students also give an account **in detail and in a balanced way** of key features of films and documentary narratives, and also of **several** film and TV genres. In addition, students discuss **in detail and in a balanced way** the aesthetics of film media.

Students apply **well grounded and balanced** reasoning to the relationship between film and society, to attitudes about creative environments, and also about ethical issues and dilemmas in film and TV.

Based on key concepts and tools from cinematic history and theory, students apply **well grounded and balanced** reasoning about style, content and key ideas to films and film-making from different periods and eras. Students make **complex** interpretations and analyses of different forms of cinematic expression, both orally and in writing, and give **well grounded and balanced** explanations for their interpretations and analyses. Furthermore, students formulate **well**

**grounded and balanced** reflections on their own film experiences. In their interpretation and analysis, students use **with certainty** relevant concepts and methods.

