

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** ART CURRICULUM 1

**Unit ID:** EDBED3043

**Credit Points:** 15.00

**Prerequisite(s):** At least 5 Art content units

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070105

**Description of the Unit:**

This unit illustrates how an innovative Art teachers design, resourcefulness, organisation, assessment and communication skills can enhance learning outcomes for diverse students. It focuses on developing informed and critical appreciation of theories about teaching and learning Art and how to transfer those effectively to practice. Pre-service teachers will use contemporary curriculum policies and guidelines to design curriculum and assessment approaches. They will learn a range of teaching strategies which aim to engage diverse learners in art making and in appreciating art history and its significant place in contemporary society.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Articulate an informed and critical appreciation of the role and value of the Visual Arts in secondary education.
- K2.** Discuss practical theories about teaching and learning processes and their application to the teaching of Visual Arts.
- K3.** Understand the centrality of active research, reflection-in-action and inquiry-based learning to teaching and art making.
- K4.** Demonstrate knowledge and understanding of concepts, substance and structure of the content and teaching strategies relevant to teaching Art to students in the middle and senior years.
- K5.** Identify teaching approaches that cater for individual differences, abilities and interests in the classroom and support student participation and engagement.
- K6.** Understand and develop resources for building subject-specific literacy and numeracy strategies.
- K7.** Appreciate the role of the arts in everyday life which includes how the arts might play a significant role in school and community environments.
- K8.** Understand and deliver art appreciation, including the history of art at all year levels and prepare learners for Art and Studio Art theory at VCE levels.
- K9.** Critically and creatively consider the impact of learning technologies on the visual arts.

#### Skills:

- S1.** Try, adjust and refine skills and strategies related to the effective teaching of Art.
- S2.** Use curriculum, assessment and reporting knowledge to design and sequence effective learning experiences in Art.
- S3.** Reflect critically on practice, make positive use of feedback and learn in ongoing ways about teaching Visual Art.
- S4.** Be creative, resourceful teachers using a range of resources, including ICT, as a teaching tool to engage students in their learning
- S5.** Adapt curriculum for a wide range of abilities, skills and interests and be inclusive of all students.
- S6.** Use communication and organisational skills to provide clear directions and expectations for learners.
- S7.** Use research skills to examine issues related to Arts Education and develop informed perspectives.

#### Application of knowledge and skills:

- A1.** Design, teach and evaluate a lesson, or a component of a lesson, based on a chosen medium and include peer and self-evaluation.
- A2.** Research and critically evaluate a range of teaching resources and strategies (including ICT) that support inclusive student participation and engagement for diverse students in Art and also build subject-specific literacy and numeracy skills.
- A3.** Design a sequence of lessons for Art in the middle years that demonstrate an ability to cater for and assess diverse students and the capacity to select appropriate content, resources, teaching strategies and assessment approaches to engage students in learning.

**Unit Content:**

- Use curriculum frameworks for planning, teaching and assessment purposes.
- Explore the concepts, substance and structure of the content of Art curriculum.
- Develop and deliver appropriate methods of teaching Visual Art and Visual Communication through rehearsing and practising classroom situations and designing curriculum and lesson sequences.
- Health and safety issues and duty of care in relation to teaching Art.
- Supporting inclusive participation and engagement in classroom activities and engaging diverse learners.
- Building subject-specific literacy and numeracy skills in Art.
- The use of ICT as a teaching tool and an instrument to develop teaching resources.
- Developing a personal view of the role of the Arts in the school curriculum and in professional art practice through presentations, discussion, debate, excursions and individual research.
- The organisation of, and budgeting for studios, materials, equipment and teaching resources.
- Developing a broad knowledge of the resources, including ICT, available to Art teachers to engage students in their learning.

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K8 S1, S3, S4, S5, S6, A1 APST 2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 4.2	Design, teach and evaluate a lesson, or a component of a lesson, based on a chosen medium and include peer and self-evaluation.	Teaching Performance	30-40%
K5, K6, K9, S7, A2 APST 2.1, 2.5, 3.3, 3.4. 4.1	Research and critically evaluate a range of teaching resources and strategies (including ICT) that support inclusive student participation and engagement for diverse students in Art and also build subject-specific literacy and numeracy skills.	Resource Bank	20-30%
K1, K2, K4, K5, K6, K7, K8, S2, S4, S5 A3 APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 5.1	Design a sequence of lessons for Art in the middle years that demonstrate an ability to cater for and assess diverse students and the capacity to select appropriate content, resources, teaching strategies and assessment approaches to engage students in learning.	Curriculum Design	40-50%

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with

the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)