



Course Outline (Higher Education)

School:	School of Education
Course Title:	ART CURRICULUM 1
Course ID:	EDBED3043
Credit Points:	15.00
Prerequisite(s):	At least 5 Art content courses
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course:

This course 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)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Course 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.

Values:

- V1.** Appreciate the central role art plays to understanding our place in the world.
- V2.** Advocate the significance of Art as a subject to develop creativity and innovation; skills which are central to many areas of employment.
- V3.** Appreciate the connection between art making and personal growth, self-expression and reflection.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K9, A1	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, A3	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K7, A2	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S6, A1	AT1
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K6	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)