



Course Outline (Higher Education)

School:	School of Education
Course Title:	ARTS EDUCATION
Course ID:	EDBED4012
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED2004 and EDBED3036 and EDBED3039)
ASCED:	070301

Description of the Course:

This course is designed for generalist classroom teachers. It employs individual and group-based activities and inquiries to develop creative confidence, arts literacy and communication skills as well as building the capacity to design, evaluate and implement contemporary learning and teaching sequences of work in and through the visual and performing arts. A key intention is to develop awareness of the spread and diversity of Arts education, arts practices and audiences, along with a range of approaches to contemporary arts-based teaching and learning. The course will address the capacity of Arts education to communicate ideas about important aspects of contemporary life including identity, community, everyday life, the environment and sustainability. There is also a strong emphasis on connections between art and culture, including contemporary and traditional arts practices of Indigenous Australian artists and artists of the Asia/Pacific region.

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

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.** Critique the diversity and value of traditional and contemporary arts, artists and arts practice to individuals, communities and global society in contemporary times, including Indigenous Australia and the Asia/Pacific region.
- K2.** Explore how arts concepts, substance and structure of the content may be used as the foundation for the creation of teaching and learning sequences, while applying relevant language, resources and assessment strategies.
- K3.** Synthesise theoretical perspectives and practical application with a view toward imaginative, knowledgeable and effective contemporary teaching and learning in and through The Arts.
- K4.** Examine key approaches for teaching the visual and performing arts, including strategies used to support literacy and numeracy development.

Skills:

- S1.** Design and create innovative and sustainable sequences of work that demonstrate relevant understanding and knowledge of arts-based learning, including appropriate assessment strategies.
- S2.** Select, evaluate and contextualise resources, including ICT, appropriate for culturally diverse contemporary arts education experiences across both visual and performing arts that engage students in their learning.
- S3.** Explore a range of teaching strategies and experiment with individual and group-based creative activities, sustainable techniques and technologies.
- S4.** Articulate the attributes and benefits of the arts and effective arts-based learning in contemporary classrooms.
- S5.** Devise teaching strategies that integrate the arts into other areas of the curriculum, and that build subject-specific literacy and numeracy skills.
- S6.** Work collaboratively with staff and student colleagues in developing a range of effective teaching strategies and skills within arts education.

Application of knowledge and skills:

- A1.** Select, evaluate, contextualise and share a range of readily available resources, communicating their cultural and educational appropriateness for contemporary teaching and learning in visual arts/media and performing arts.
- A2.** Explore, discuss and interpret interwoven concepts, skills and techniques within the context of co-operative arts workshops and experiences, with a view to transmitting understandings to future teaching practice.
- A3.** Conceptualise and develop an innovative and sustainable sequence of work with lesson plans that demonstrate relevant understanding and knowledge of arts-based learning, with inclusion of arts literacies and appropriate assessment strategies.

Course Content:

Topics to be covered

- Develop a basis for creative, arts-literate, critically reflective inquiries which involve both self-directed and collaborative learning.
- Foster understandings of the diverse, unique relationships and outcomes possible between individuals, learning and teaching providers, communities and society through arts practice and arts education.
- Use curriculum, assessment and reporting knowledge for planning effective teaching and learning sequences and assessing in the Arts.
- Explore arts-based teaching strategies that integrate the arts into other areas of the curriculum, and that build subject-specific literacy and numeracy skills.
- Examine resources, including ICT, that may be used to support learning and teaching in the Arts.
- Develop confidence and competence in creating, critiquing and sharing visual and performing arts ideas, literacies, processes and outcomes.

- Challenge and extend beliefs and understandings about the environmental, educational, social and cultural significance of the visual and performing arts including contemporary and traditional arts practices of Indigenous Australian artists and artists of the Asia/Pacific region.
- Explore, discuss, evaluate, design and contextualise learning inquiries to create sequences of work with lesson plans in visual and performing arts.

Values:

- V1.** Reflect on The Arts as an integral, enjoyable, valuable and ongoing component of inter-disciplinary and, where appropriate, specialist learning.
- V2.** Inquire into and appreciate the importance of individual and collaborative arts-based learning to enhance self- knowledge, creative confidence, communication and personal resilience.
- V3.** Reflect critically on the environmental, social, ethical and community role of artists and arts educators.
- V4.** Be open to exploration of a range of artistic forms, ideas, approaches and practices, along with their constantly evolving and varied socio-cultural purposes.

Graduate Attributes

The Federation University FedUni 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.	K1, K2, K3, K4, S2, S5, A2, A3	AT1, AT2, AT3
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.	K2, S1, S2, S3, S5, A2, A3	AT2
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.	K1, S2, S6, A1	AT2
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.	K1, S1, S2, S3, S4, A1, A2, A3	AT1, AT2, AT3
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.	K2, S2, S6, A1, A3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S2, S4, S5, S6, A1, A2, APST 2.1, 2.2, 3.4	Reflective research entries (on-line forum). Selection, critique and peer feedback of a range of Arts resources, illustrating knowledge of Arts curriculum content, concepts and effective teaching strategies.	Reflective research entries with peer feedback	30-50%
K2, K3, K4, S1, S5, A3, APST 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 5.1	Collaborative group task: Unit design of an innovative sequence of work with lesson plans, involving substantial learning in or through the Arts, demonstrating knowledge of student learning, effective teaching strategies, including subject-specific literacy and numeracy strategies, and assessment design.	Unit design with lesson plans	30-50%
S3, S6, A2, APST 3.3	A personal record/journal of learning through tutorial and/or online activities.	Journal of Learning	10-20%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced