



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	SENIOR ART CURRICULUM
<b>Course ID:</b>	EDDDE3105
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(An Approved Art Discipline Sequence)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course:

This course is designed for undergraduate pre-service teachers. It focuses on developing informed and critical appreciation of theories about teaching and learning processes and their application to the teaching of Visual Arts. Pre-service teachers will use contemporary curriculum policies and guidelines related to teaching VCE to design curriculum and assessment approaches. They will deepen their understandings of the roles and responsibilities of Art teachers and imaginatively design learning experiences for students that link Art with the community.

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

**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.** Demonstrate understanding of the structure and design of Art and Studio Art at VCE levels and gain insights into Visual Communication and Design and VET programs at senior levels.
- K2.** Demonstrate understanding of feedback, assessment and reporting procedures, in relation to the VCE Assessment Support Material.
- K3.** Refine understandings of national and state curriculum policy statements and the implications for planning, practice and assessment.
- K4.** Understand alternative forms of programming the arts in the school curriculum, including discipline-based, integrated and thematic approaches.
- K5.** Gain insight and confidence in understanding, implementing and managing the requirements and issues associated with the development of Visual Art programs at middle and senior levels.
- K6.** Consider and reflect on multiple perspectives and understandings of the world, and be able to teach how to see, process, re-interpret and present these.
- K7.** Demonstrate a critical awareness of the impact of learning technologies, literacy and numeracy in the teaching of visual arts

**Skills:**

- S1.** Develop and refine professional portfolios and articulate personal teaching philosophies.
- S2.** Source and examine support material and plan appropriate curriculum programs that fulfil VCE requirements.
- S3.** Use learning technologies both as a teaching tool and to aid the development of teaching resources.
- S4.** Develop organisational and budgeting skills in order to maintain materials, equipment and teaching resources.
- S5.** Refine studio discipline skills and techniques,
- S6.** Demonstrate awareness of health and safety issues.
- S7.** Apply literacy and numeracy teaching strategies in the Visual Arts teaching area.

**Application of knowledge and skills:**

- A1.** Develop a portfolio of research and teaching ideas related to teaching VCE.
- A2.** Design and present a community-based art experience.
- A3.** Design a VCE curriculum unit that includes a rationale, lesson plans, resources, assessment approaches and links to policy.

**Course Content:**

- The structure and design of *Art and Studio Art* at VCE levels 1-4.
- *Visual Communication and Design* and *VET* programs at senior levels.
- Evaluation, feedback, assessment and reporting procedures, particularly in relation to the *VCE Assessment Support Material*.
- Community-based learning approaches and experiences.
- The roles and responsibilities of the Art teacher.
- Professional practice responsibilities including health and safety issues.
- Gathering and compiling resource and research folios.

**Values and Graduate Attributes:**

**Values:**

- V1.** Appreciate Art education as a core subject that can develop the creative, innovative and expressive nature of students.
- V2.** Recognise that Art can provide students with the skills and knowledge that lead to creative and fulfilling lives in many diverse and challenging fields.
- V3.** Value the study of different cultures through Art history/ theory and in studio based work in leading to a greater understanding of the multi-cultural nature of Australia and informing about the wider world.

**Graduate Attributes**

Attribute	Brief Description	Focus
Continuous Learning	PSTs develop an increased understanding of learners, the nature of teaching and learning processes and the way learning occurs in Art contexts and situations. They identify key needs for their professional growth as an Art teacher and engage in on-going professional learning.	High
Self Reliance	PSTs plan for learning, make judgments about learning and communicate learning and teaching processes. They critically examine and reflect on teaching practice. PSTs build confidence, creativity and capability in teaching Art.	High
Engaged Citizenship	PSTs engage in professional discussions with peers and colleagues. They are actively involved in a learning community and develop understandings of social responsibilities and a way these can be fostered through the teaching of Art.	High
Social Responsibility	PSTs gain an insight into the social and cultural diversity of communities and ways to build these understandings through teaching Art.	High

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K6, K7 S2, S3, S7 A1	Research based folio of resources and pedagogical ideas related to Art theory	VCE Theory Research Task	15 % 30%
K3, K4, K5, K7, K8, S2, S3, S4, S7 A2	Design and present a community-based learning experience	Curriculum and assessment documentation and presentation	25 % 40%
K1, K2, K3, , K6,K7 S1, S2, S3, S4, S5, S6, S7 A1, A3	Curriculum development task with a focus on VCE	Folio including curriculum objectives, lesson plans, rationale and links to theory and policy, resources and assessment approaches.	40 % 50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)