



Course Outline (Higher Education)

School:	School of Education
Course Title:	ART CURRICULUM 2
Course ID:	EDDDE3107
Credit Points:	15.00
Prerequisite(s):	EDBED3043
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course:

This course illustrates how innovative Art teachers design curriculum, be resourceful, use a range of assessment approaches, communicate effectively and enhance learning outcomes for diverse students. 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.

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.** Understand the structure and design of Art and Studio Art at VCE levels and develop insights into Visual Communication and Design and VET programs at senior levels.
- K2.** Describe and examine feedback, assessment and reporting procedures in relation to VCE.
- K3.** Refine understandings of state curriculum policy statements and the implications for the effective teaching of Art
- K4.** Explore alternative forms of programming the arts in the school curriculum and involving students in community-based arts initiatives.
- K5.** Understand the complex roles of teachers including the responsibility to gather resources.
- K6.** Identify and articulate different teaching approaches that cater for individual differences, learning styles and needs in the classroom and develop an understanding of how the arts impact on the learning capabilities of students.
- K7.** Understand art appreciation, including the history of art and how to engage students in theory.
- K8.** Describe the health and safety requirements of students working with equipment, chemicals and materials.

Skills:

- S1.** 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.** Collect and imagine how a range of resources might be used in Art classrooms.
- S4.** Observe, document and examine examples of good teaching practice in Art.
- S5.** Adapt curriculum for a wide range of abilities, skills and interests and be inclusive of all students.

Application of knowledge and skills:

- A1.** Build a folio of resources, pedagogical ideas and assessment approaches related to teaching Art theory and which will engage diverse learners.
- A2.** Design a unit of work for VCE students including curriculum objectives, lesson plans, rationale and links to theory and policy, resources and assessment approaches and a commentary about relevant health and safety requirements.
- A3.** Construct a profile of an effective Art teacher based on interview, classroom observations and with links to research related to effective teaching and learning, differentiation, and practical illustrations of practice.

Course Content:

Topics include:

- The structure and design of *Art and Studio Art* at VCE levels including *Visual Communication and Design* and VET programs at senior levels.
- Evaluation, feedback, assessment and reporting procedures, particularly in relation to the VCE.
- Developing community-based learning experiences that foster the interrogation of social and cultural meanings.
- The roles and responsibilities of the Art teacher, researcher and resource gatherer.
- Professional practice responsibilities including health and safety issues.

- Collecting, organising and using a range of resources and materials.

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 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, A1	AT1
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.	S2, A2	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.	K4, S5	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.	K6, A3	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.	K3, K7	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K5, K7 S1, S3, A1 APST 3.3, 3.4, 4.1	Build a folio of resources, pedagogical ideas and assessment approaches related to teaching Art theory and which will engage diverse learners.	Resource Bank	20-30%
K1, K2, K7, K8, S1, S2, S3, S5, A2 APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1	Design a unit of work for VCE students including curriculum objectives, lesson plans, rationale and links to theory and policy, resources and assessment approaches and a commentary about relevant health and safety requirements	Curriculum Design	30-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, K5, K6, S1, S4, A3 APST 2.1, 3.4	Construct a profile of an effective Art teacher based on interview, classroom observations and with links to research related to effective teaching and learning, differentiation, and practical illustrations of practice.	Teacher Profile	30-40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)