Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ART CURRICULUM 1
Unit ID:	EDMAS6006
Credit Points:	30.00
Prerequisite(s):	(Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas as specified in the Specialist Area Guidelines)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course illustrates how an innovative Art teachers design, resourcefulness, organisation, assessment and communication skills can enhance learning outcomes for 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:

No work experience: Student is not undertaking work experience in industry.

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, substance, concepts 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. Examine and apply contemporary Art curriculum, assessment and reporting policies and guidelines relevant to teaching 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. Employ ICT as a learning tool.

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. Develop, deliver, evaluate and reflect on lesson planning.

A2. Investigate and evaluate resources and strategies.

A3. Create a series of middle years Art lessons that engage and include students in learning.

A4. Interrogate an issue in Art education.

Unit Content:

- Using curriculum policies and guidelines for planning, teaching and assessment purposes.
- 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 available to Art teachers.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K1, K2, K5, K9, S1, S2, S3, S5, S6	AT1 AT2 AT1 AT4
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K1, K2, K4, K5, K8, S3, S5, S7	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, K8, K9, S3, S7	AT1, AT2, AT3, AT4
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K2, K4, K5, K6, K8, K9, S1, S4, S5, S6	AT1, AT2, AT3
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K1, K2, K7, S1, S3, S7	AT1, AT3, AT4

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	20 - 30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K5, K6, K9, A2, APST 2.1, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2	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, 3.5, 4.1, 4.2, 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	30 - 40%
K1, K2, K3, K7, K8 S7, A4 APST 2.1	Critically examine a significant issue related to Art and education and articulate learnings in a round table conference.	Research and Round Table Conference	30 - 40%

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