

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Integrating Curriculum: Humanities and the Arts

**Unit ID:** EDMAS6056

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070103

## Description of the Unit:

This unit explores a range of pedagogical approaches to teaching and learning in a cross-disciplinary environment utilising the context of humanities and the visual and performing arts. Pre-service teachers will be introduced to the Humanities and Visual and Performing Arts curriculum as a broad and dynamic field that helps students to interact with one another and the world around them in local, national and global contexts. The unit is designed to develop inclusive, student centred pedagogical content knowledge that informs planning, structuring, sequencing, assessing and evaluating integrated Humanities and Visual and Performing Arts programs. Throughout the unit pre-service teachers will have the opportunity to engage and build understanding of the approaches and opportunities that the Humanities and Arts curriculum provides to integrate the values, skills and general capabilities that enable students to actively participate as informed citizens. Students explore how the Humanities and Visual and Performing Arts are taught and planned for in various ways, such as inquiry, place-based (including fieldwork), theme-based and integrated learning.

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

## Work Experience:

No work experience

**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	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Understand how Humanities and the Visual and Performing Arts content is structured within current curriculum documents.
- K2.** Explore and examine contemporary theoretical and pedagogical approaches to teaching the humanities and Visual and Performing Arts; including disciplinary, interdisciplinary and integrated approaches.
- K3.** Investigate and critically appraise the content, processes and skills associated with Humanities and Arts education in primary settings.
- K4.** Understand how the process of reflecting on practice and ongoing participation in professional learning can improve professional practice and student learning.
- K5.** Demonstrate an understanding of how to use both ICT and Fieldwork to expand curriculum learning opportunities and student engagement in a cross disciplinary manner.
- K6.** Understand how to set achievable learning challenges for students of varying abilities and characteristics using knowledge of student learning, content and effective teaching strategies

#### Skills:

- S1.** Integrate a range of pedagogical approaches and resources (including ICT) to support and assess students learning within Visual and Performing Arts and Humanities education.
- S2.** Appreciate and identify differences in learners and develop competencies and skills to cater for individual differences and needs in planning and delivering a cross curricular program in the primary classroom.
- S3.** Demonstrate skills and strategies in organising and integrating the Humanities and Visual and Performing Arts content into a lesson plan to engage students, demonstrating explicit teaching, modelling and scaffolding practices.
- S4.** Demonstrate skills and strategies in organising and integrating the Humanities and Visual and Performing Arts content into effective learning and teaching sequences.
- S5.** Develop the capacity to plan, organise and assess classroom activities and provide clear directions for learning.
- S6.** Evaluate a range of teaching resources and educational providers that support the teaching of the Humanities and the Arts.

#### Application of knowledge and skills:

- A1.** Identify the learning outcomes for a unit of learning using a unit plan overview. Design and teach a lesson from this sequence that integrates two Humanities disciplines and the Arts, specifically music.
- A2.** Design a unit of work for primary students using the Understanding by Design (UbD) framework, integrating the Arts and Humanities.

#### Unit Content:

Topics may include:

1. The content, processes and skills associated with cross-curricular teaching in primary settings, with a particular focus on the Visual and Performing Arts and the Humanities.
2. Humanities content and concepts related to history, geography, economics, business, civics and citizenship, including the structure and content of each discipline.
3. The role of the Humanities in assisting students to learn about the world and about social and civic responsibilities.
4. Teaching strategies to support safe and ethical participation and learning in the Humanities and the Arts.
5. The exploration of the contested nature of the Humanities and an understanding of the disciplines in contemporary teaching contexts.
6. An examination of relevant curriculum planning frameworks and ways to use curriculum, assessment and reporting knowledge to design scaffolded interdisciplinary learning sequences and lessons.
7. Inquiry pedagogy, theory and practice and ways to connect literacy and numeracy skills to Humanities learning.
8. Approaches to organising classroom activities and developing the capacity to provide clear directions.
9. Approaches for differentiating teaching to engage and meet the diverse learning needs of students.
10. Strategies for assessment and strategic use of data to inform teaching and learning in the Humanities.
11. Understanding and critically applying curriculum documents to plan effective units and lessons.

## 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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 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: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, K6, S3, S4, S5, A1, A2	Using the Understanding by Design (UbD) planning model, develop a unit plan overview identifying the specific learning outcomes and demonstrating your pedagogical content knowledge of the Humanities and the Arts curriculum. Using this overview plan for and teach a lesson that incorporates music explicitly and critically reflect on feedback to inform future planning and practice.	Unit plan overview and micro teach	30-50%
K1, K2, K3, K5, K6, S1, S2, S3, S4, S5, S6, A2	Using the UbD unit overview 'backwards design' and inquiry pedagogy develop a curriculum unit plan that demonstrates knowledge of the F-6 Humanities and the Arts curriculum, assessment and student learning needs. The planner should include lesson overviews, teaching, assessment and feedback strategies and supporting resources (including ICT), connections to subject-specific literacy and numeracy, and inclusive practices.	Curriculum planning professional resource	50-70%

### Adopted Reference Style:

APA ( )

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

Fed Cite - [referencing tool](#)