

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Art Curriculum 2

Unit ID: EDMAS6106

Credit Points: 30.00

Prerequisite(s): (EDMAS6006)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This unit 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 understanding 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)

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

Learning Outcomes:

Knowledge:

- K1.** Understand the structure and design of Art: Creative Practice and Art: Making and Exhibiting at VCE levels and develop insights into Visual Communication 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 research.
- 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.
- S6.** Identify ways to involve parents/carers in arts activities.

Application of knowledge and skills:

- A1.** Curate a folio of resources, pedagogical ideas and assessment approaches which will engage diverse learners.
- A2.** Design a unit of work for VCE students.
- A3.** Construct a profile of an Art teacher effective teaching and learning, differentiation, and practical illustrations of practice.
- A4.** Design and present a goal-based community-based arts initiative.

Unit Content:

1. The structure and design of Art: Creative Practice and Art: Making and Exhibiting at VCE levels including Visual Communication Design
2. Evaluation, feedback, assessment and reporting procedures, particularly in relation to the VCE.
3. Developing community-based learning experiences that foster the interrogation of social and cultural

meanings.

4. The roles and responsibilities of the Art teacher, researcher and resource gatherer.
5. Professional practice responsibilities including health and safety issues.
6. Collecting, organising and using a range of resources and materials.

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 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"> • 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. 	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"> • 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. 	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"> • 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. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	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: • 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	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K5, K7, S1, S3, A1	Build a folio of resources, pedagogical ideas and assessment approaches related to teaching Art research and which will engage diverse learners	Resource Bank	20-30%
K1, K2, K7, K8, S1, S2, S3, S5, A2	Design a unit of work for VCE students including curriculum objectives, lesson plans, rationale and links to research and policy, resources and assessment approaches and a commentary about relevant health and safety requirements.	Curriculum Design	30-40%
K3, K5, K6, S1, S4, 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.	Teacher Profile	20-40%
K3, K4, K6, S5, S6, A4	Design a community-based arts initiative that would engage and challenge diverse students and involve parents/carers.	Design a Community-based Arts Initiative	20-30%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)

