

Course Outline (Higher Education)

School:	School of Education
Course Title:	ART CURRICULUM 2
Course ID:	EDMAS6106
Credit Points:	30.00
Prerequisite(s):	EDMAS6006
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	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 and imaginatively design learning experiences for students that link Art with the community.

Grade Scheme: Graded (HD, D, C, etc.)

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

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- 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.
- S6.** Identify ways to involve parents/carers in arts activities.

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.
- A4.** Design and present a goal-based community based arts initiative that would engage and challenge diverse students and involve parents/carers.

Course Content:

- 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.

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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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PST will develop knowledge and skills related to the effective teaching and assessment of Art in secondary schools.	High
Critical, creative and enquiring learners	PST will critically examine and identify illustrations of effective teaching practices, will create arts based initiatives involving the community and will continue inquiries into art making and theory.	High
Capable, flexible and work ready	PST will become capable, flexible and work ready through ongoing reflection on practical teaching experiences, the collection of resources and through engaging in dialogue with practitioners.	High
Responsible, ethical and engaged citizens	PST will gain knowledge and skills related to being a responsible, ethical and engaged citizen who is able to make connections between art in education and the community.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K5, K7 S1, S3,	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	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%
K3, K5, K6 S1, S4	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%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K4, K6 S5, S6	Design and present (to a School Council meeting) a goal-based community based arts initiative that would engage and challenge diverse students and involve parents/carers.	Presentation of a Community-based Arts Initiative	20 - 30%

Adopted Reference Style:

APA