



School of Education

EDST5460

Critical Interpretation, Contemporary Chinese Art &
Classroom Pedagogy

Term 3, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School

Course content will address

Recent research on how students' interpretations of art are structured and contribute to their knowledge and understanding in Visual Arts

The role of explanatory frameworks (the Frames) in supporting students' developing interpretations of contemporary art practice

Teaching strategies that support students to adopt the role of an art critic through critical reasoning exchanges in the classroom in Years K-12 Visual Arts

How to design teaching and learning programs geared to the students' learning needs in a particular stage that provide opportunities for them to extend their knowledge and understanding of art writing and critical practice.

Approaches to implementing assessment for learning in art criticism and way students' critical understanding of art can be assessed.

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1	

6.

Required Reading

Maras, K. (2017). Mind, language and artworks as real constraints on students' critical reasoning about meaning in art, *International Journal of Art & Design Education*, 37:3, 530-540.

Maras, K. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. *Australian Art Education*, Vol. 33:1, 20-28.

Maras, K. (2013). What ACARA 'forgot' : opening up the space for a conceptual framework for visual arts in the Australian curriculum. *Australian Art Education*; 35:1& 2, 24-37.

Wollheim, R. (1987). What the spectator sees, *Painting as an Art*. London: Thames & Hudson.

Further readings and references will added to Moodle

Brown, N. C. M. (2005). The relation between evidence and action in the assessment of practice. In *Critical thinking and learning, values, concepts and issues*

**Mandible Street,
Alexandria, Sydney,
Australia 2015**

A focus on circumstantial evidence that impacts interpretations of meaning
Critical reviews and points of view
Debates, controversies in Chinese and in Australian artworld contexts

www.whiterabbitcollection.org

T: 95396605

	<p>opportunities and challenges positioning and sequencing learning activities in a broader program of work – building students’ critical agency peer-to-peer sharing, evaluation and reflection followed by whole group discussion</p>
	<p>3:30pm-5:00pm Exhibition Visit or continue to work in the library</p>
	<p><i>Required & Further readings – see Moodle</i></p>

Day 4 – Critical interpretation in the art and design classroom

9:30am -12:30pm (20-minute break for Morning tea)

Session 1: Preparation time for the presentation

Session 2: Student Presentations of learning activities (Ass 2)

Peer assessment and feedback on presentations
 How learning activities integrated in a broader scope and sequence of learning in art criticism

Day 4
 Friday 11 Oct 2019
UNSW
Kensington
Room TBC

7. RESOURCES

Required Readings

See Moodle

Further Readings

See Moodle

Useful journals: some examples

Art Education Journals

Studies in Art Education
International Journal of Art and Design Education
Visual Arts Research
Journal of Aesthetic Education International
Journal of Education through Art Journal of Cultural Research in Art
Education Journal of Social Theory in Art Education
Art Education
Journal of Artistic and Creative Education

Contemporary Chinese Art Journals

Journal of Contemporary Chinese Art (Intellect Books)
Yishu Journal of Contemporary Chinese Art
Art Asia Pacific
Leap
Art Review Asia
Art Monthly Australasia (excellent China content especially the White Rabbit Collection Essay series!)

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
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Assessment Task 1 Building collaborative interpretations of artworks in the classroom

1. Prepare a 10-minute oral presentation for your peers that: Outline a learning activity in which a collaborative interpretation of a contemporary Chinese artwork selected from the White Rabbit Collection is developed through critical reasoning exchanges between a teacher and their students.

2. Prepare a 1-page written account of the activity to be shared with your peers.
Upload this to Turnitin.

In your account of the activity, explain how the teacher engages framework beliefs, recursive reasoning processes and artwork properties to engage the class in the construction of a collective point of view. Consider how the teacher uses provocations in the form of images, source material such

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Student Name:
Assessment Task 1

Student No.:

SPECIFIC CRITERIA

|(-) —————> (+)|

Understanding of the question

Understanding of the task and choice of selected theoretical concepts

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Assessment Task 3 Learning & Teaching Program