

School of Education

EDST6775
Visual Arts Method 1

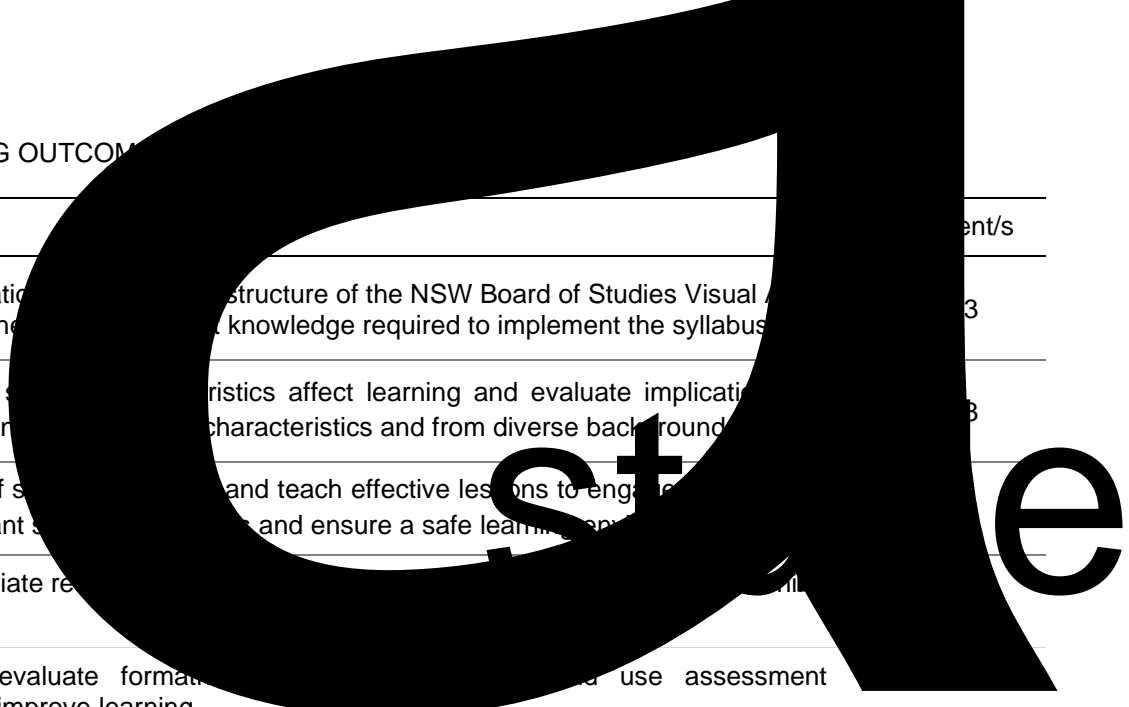
Term 1, 2020

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8. ASSESSMENT	

STUDENT LEARNING OUTCOMES

Outcome		Unit/s
1	Identify foundational knowledge and skills, structure of the NSW Board of Studies Visual Arts Syllabus and the knowledge required to implement the syllabus	3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with diverse characteristics and from diverse backgrounds	3
3	Use a range of strategies and teach effective lessons to engage students and address relevant content and ensure a safe learning environment	3
4	Select appropriate resources and opportunities	3
5	Design and evaluate formative assessment and use assessment information to improve learning	3



3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 3
3.3.1	Include a range of teaching strategies.	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In addition to developing their

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	Introduction to the course and overview of Visual Arts curriculum in NSW.	Engaging with Visual Arts Syllabus and documentation Introduction to Assessment task 1.
2	Understanding how students learn in the Visual Arts	Relationship between student learning and the Syllabus
3	Engaging with Visual Arts Course Content: The Conceptual Framework	Using the Course Content to design lessons and programs: Conceptual Framework Microteaching groups allocated
4	Engaging with Visual Arts Content: Practice	

7. RESOURCES

Required Readings:

For the timetable of required readings please see the weekly reading list on the Moodle site.

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound.

Access via the New South Wales Education Standards Authority (NESA) website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

Board of Studies NSW. (2003). Visual Arts Years 7-10 Syllabus. Sydney, NSW, Australia

Assessment 2: Unit of Work

(3,500 words, weighting 60%)

DUE: Tuesday 5th May 2020

Prepare an **outline for a unit** of work for a Stage 5 class. The unit of work should cover the first FIVE lessons; however, you are not preparing full lesson plans.

Create a UNIT of WORK which is situated within larger unit of work. Choose a way

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method

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Student Name:
Assessment Task 1

Student No.:

CRITERIA	(-)	<input type="checkbox"/> (+)
Understanding of lesson		

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Student Name:
Assessment Task 2

Student No.:

CRITERIA	(-)				(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">- Understanding of assessment for learning and of formative and summative assessment practices appropriate to Stage 5.- Clarity of the assessment for learning activities from the formative to summative- Assessment choices demonstrate an understanding of a broader theoretical framework					

