



UNSW Arts & Social Sciences

School of Education

EDST5460

Critical Interpretation, Contemporary Chinese Art
& Classroom Pedagogy

Semester 2, 2018

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1. DAD

Faculty of Arts and Social Sciences
School of Education
EDST5144 Domains in Visual Arts Education (6 units of credit)
Semester 2, 2017

2. AFF CDEAS

Course Coordinator: Dr Karen Maras
Office Location: John Goodsell 132
Email: k.maras@unsw.edu.au
Phone: 9385 2542
Availability: Please email to arrange an appointment

3. CDEAS

Cch Critical Interpretation, Contemporary Chinese Art and Classroom
Pedagogy

4. RESEARCH AND PRACTICE


The teaching, learning, and assessment activities in this course are designed to provide opportunities for students to develop theoretical and practical knowledge and understandings of approaches to teaching critical interpretation in the visual arts and design classroom. The inclusion of time in a contemporary art gallery setting provides a basis for developing contemporary content for teaching and learning in a variety of art educational settings. A particular focus is building a community of practice in which students develop peer-to-peer exchanges through reflection and evaluation of course content. Through a series of workshops, they will engage in collaborative practical activities in which critical reasoning skills are engaged by teachers as students and then applied in the preparation of learning activities for students and teachers. Activities such as research seminars, research investigations of artists using a research archive and actual artworks will inform a series of workshops in which a variety of approaches to framing, teaching and assessing critical interpretations will be discussed and will contribute to generating and shaping knowledge and understanding and the identity of the Visual Arts and Design in contemporary education. The approach will contribute to students' learning about and critically evaluating the advantages of these a realist approach to teaching and learning art interpretation to enhance their understanding of how they may proceed in crafting their own programs and teaching styles that consider student cognitive development and deepening relational understandings of art.

5. ASSESSMENT

To develop both theoretical and practical knowledge and understandings, the course will involve selected readings, teacher input, (re)view of short video clips and other media, peer discussion, structured research activities and individual reflection which will provide students with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

6. READING LIST

All required readings below are available on the course Moodle site or through the library. Selected

| | |
|--|---|
|  0438240542 | <p>5 : Orientation to the course, introduction and welcome</p> |
| | <p>6: Background to the teaching of art criticism in Visual Arts and Design Education.</p> <p>Changing emphases on critical interpretation in contemporary educational policy Agency, roles and assumptions about critical interpretation</p> |
| | <p>12:30pm-1:30pm (local lunch venues or BYO)</p> |
| | <p>1:30pm-4:30pm</p> <p>6: A realist account of critical interpretation</p> <p>Searle's theory of social reality as a framework for outlining the role of interpretation and critical practice in the artworld (referencing Ass1 and pre-readings)</p> <p>Theoretical bases of critical reasoning Critical reasoning as a basis for art criticism – the nature of language, beliefs and artworks as artefacts Key factors that shape pedagogy in Critical interpretation in the art and design classroom Developmental perspectives on critical learning in art</p> |
| <p>Required Reading</p> <p>Maras, K. (2017). Mind, language and artworks as real constraints on students' critical reasoning about meaning in art, <i>International Journal of Art & Design Education</i>, 37:3, 530-540.</p> <p>Maras, K. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. <i>Australian Art Education</i>, Vol. 33:1, 20-28.</p> <p>Maras, K. (2013). What ACARA 'forgot' : opening up the space for a conceptual framework for visual arts in the Australian curriculum. <i>Australian Art Education</i>; 35:1& 2, 24-37.</p> <p>Wollheim, R. (1987). What the spectator sees, <i>Painting as an Art</i>. London: Thames & Hudson.</p> <p>Further readings and references will added to Moodle</p> <p>Brown, N. C. M. (2005). The relation between evidence and action in the assessment of practice. In <i>Critical thinking and learning, values, concepts and issues: Proceedings of the Philosophy of Education Society of Australasia Conference</i>, Hong Kong, 2005. Retrieved November 26, 2007, from http://www.pesa.org.au</p> <p>Brown, N. C. M. (1996). The frames and the visual arts. In <i>draft years 11-12 visual arts support document</i>, pp. 6-23, Sydney: Board of Studies, NSW. Unpublished paper.</p> <p>Danto, A. C. (2013). <i>What Art Is</i>. New Haven, CT: Yale University Press.</p> <p>Feldman, C. F. (1987) Thought from language: the linguistic construction of cognitive representations, in J. Bruner & H. Haste [Eds] <i>Making Sense: The Child's Construction of the World</i>. London: Methuen, pp. 133–46.</p> <p>NSW Syllabus Documents K-12: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/nsw-curriculum-syllabuses</p> | |

~~Day 2: WCB & CCA at~~

~~9:30am-12:30pm~~

~~Orientation to the White Rabbit Collection & Contemporary Chinese Art
Luise Guest, Manager of Research, White Rabbit Collection at Dangrove~~

~~12:30pm~~

~~Day 2~~

Wed 3 Oct 2018

Days 2 and 3 of
this course will be
held at

~~WCB~~

~~CWA~~

~~DG~~

~~A12-20~~

~~BS~~

~~AH~~

~~S~~

~~A12015~~

www.whiterabbitcollection.org

T: 95396605

7. ASSIGN

| Assessment | Weighting | Percentage | Semester | Units | Due Date |
|---------------------|------------|------------|----------|---------------|---|
| Assessment 1: Paper | 1000 words | 20% | 1, | 1, 2, 3, 5, 6 | Week 26 5pm Turnitin on Moodle |
| Assessment 2: Essay | 1000 words | 20% | 1, 2 | 1, 2, 3, 5, 6 | Final exam written component on Moodle |
| Assessment 3: Essay | 3000 words | 60% | 1, 2, 3, | 1, 2, 3, 5, 6 | Final exam Turnitin on Moodle |

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1

Assessment 1: Paper

Content

1. Read the following articles by John R Searle:

Searle, J. R. (2010). The basic reality and the human reality. In D. Franken, A. Karakus, and J.G. Michel (Eds.) *John R Searle: Thinking about the real world*, Frankfurt: Ontos Verlag.

Searle, J. R. (2008). Social ontology: Some basic principles, *Philosophy in a New Century*. New York: Cambridge, UK: Cambridge University Press.

Searle, J. R. (2000) Structure of the social universe: How the mind creates an objective reality, *Mind, language and society*. London: Phoenix.

2. Write a brief account of the necessary and sufficient conditions of Searle's theory of social reality. In this account consider how humans construct our world as a social reality.

Weighting : 20%

Length : 1000 words

Assessment 2

Assessment 2: Presentation

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. [1000]

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 as extracts of writing from critics, and concepts as motivational prompts to extend students' critical reasoning. Include all necessary source material, images, and extracts of writing that would be necessary to engage in this activity.

Include references throughout from the course readings and others suited to your purposes using APA referencing style. Further details on the format will be provided in class/on Moodle.

W 20%

g 10-minute presentation and 1000 word written account

AtaCb

Ass: 陆. 陆 (2 - 2)

Build a program of work for a year group/cohort/or stage focussing on the critical interpretation of contemporary Chinese art selected from the White Rabbit Collection.

Include:

Program title

A rationale that explains the design of the program and its educative value to this group of students

Learning Outcomes (3 max)

Visual Arts content – Framework beliefs, Practice in interpretation and artworld concepts/Conceptual framework.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

EDST 5460 CRITICAL INTERPRETATION, CONTEMPORARY CHINESE ART AND CLASSROOM PEDAGOGY

Student Name:

Student No.:

Assessment Task 1 Constructing a social reality

| BCFC CRR | (-) | _____ | _____ | _____ | (+) |
|---|-----|-------|-------|-------|-----|
| Understanding understanding of the task and the theory of social reality clarity and accuracy in use of concepts and references related to theory of social reality | | | | | |
| Depth depth of understanding of concepts and references and can explain their relations within the theory of social reality explanations are developed with knowledge of the content of relevant required and recommended readings | | | | | |
| References range of references from required readings to support response | | | | | |
| Style appropriateness of overall structure of response coherence in developing informed positions that are sustained relative to the theory of social reality clarity and coherence of organisation, including use of section headings and subheadings to enhance readability | | | | | |
| Conventions clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length | | | | | |

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FEEDBACK SHEET

EDST 5460 CRITICAL INTERPRETATION, CONTEMPORARY CHINESE ART AND CLASSROOM PEDAGOGY

Student Name:

Student No.:

Assessment Task 2 Building collaborative interpretations in the classroom

BCFC CRR

5/10/18

|(-) _____ (+) |

understanding of the task and choice of selected theoretical concepts
clarity and accuracy in use of concepts and references related to selected

EDST 5460 CRITICAL INTERPRETATION, CONTEMPORARY CHINESE ART AND CLASSROOM PEDAGOGY

Student Name:

Student No.:

Assessment Task 3 Learning & Teaching Program

8. ~~RES~~

Required Readings

See Moodle

Further Readings

See Moodle

Useful journals: some examples

AtE

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

CpCA

Journal of Contemporary Chinese Art (Intellect Books)
Yishu Journal of Contemporary Chinese Art