

School of Education

EDST6776

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6776 Visual Arts Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course coordinator(s): Ms Enza Doran
Email: v.doran@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	EDST6776 Visual Arts Method 2
Credit Points	6 units of credit
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

The course will give students a firm understanding of the continuum of the Visual Arts curriculum in New South Wales from years 7 to 12, with an emphasis on planning sequences of learning and assessment for Stage 6. In particular, students will be encouraged to critically examine the content and structure of the Stage 6 Visual Arts Syllabus. The course introduces pre-service teachers to the practice of planning, implementing and assessing learning in Visual Arts with particular emphasis on the senior years of high school. The course is also designed to develop understanding of current issues shaping visual arts education. Learning will be contextualised in relation to knowledge about the nature of visual arts and visual arts education in Australia. This course provides students with the opportunities to learn and reflect on professional skills such as communicating their approach to visual arts learning and participating in professional organisation.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK

The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled. More practical activities in the tutorials to support both lecture learning and the assessment tasks

STUDENT LEARNING OUTCOME

Outcome

- | | |
|---|--|
| 1 | Identify essential elements of the NESA Visual Arts Syllabus documents, and strategies to support students as they transition between stages |
| 2 | Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging |

7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession
-------	--

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach visual arts to secondary school students with an emphasis on the Stage 6 Visual Arts (years 11 -12) syllabus.

During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work and explore issues in relation to the state of visual arts education in NSW. Lectures, tutorials and assignments will cover a variety of approaches to teaching, learning and assessment in the visual arts classroom. Emphasis will be given to the relationship between visual arts, literacy and numeracy and the role and value of visual arts in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Small group cooperative learning to understand the importance of teamwork in an educational context

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	<p><i>On-line assessment module</i> Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	

4	<p>Issues in Artmaking and Art History and Art Criticism in Stage 6</p> <p>Conventions of practice in art criticism and art history The relationship of Critical and Historical Studies to artmaking</p> <p>The relationship of curriculum and assessment for learning in Art Critical and Art Historical practices</p> <p>The Continuum of Learning: Understanding growth from year 11 to year 12</p>	<p>Issues in Artmaking and Art History and Art Criticism in Stage 6</p> <p>Round table for assessment task 1</p>
5		

7. RESOURCES

Required Readings

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

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). Shape of the Australian Curriculum: The Arts. Sydney, NSW, Australia: ACARA.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Additional Resources

Efland, A .D. (1989). Curriculum Antecedents of Discipline Based Art Education. In Smith R A (Ed.).
Discipline Based Art Education. Urbana: University of Illinois Press, 57-94

Efland, A. D., Freedman, K., & Stuhr, P. (1996). The Character of a Postmodern Art Curriculum.
Postmodernism and Art Education. Reston: NAEA, 91-113

<http://www.metmuseum.org/education/index.asp>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed
--------------------	--------	--------	---

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESAs and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6776 VISUAL ARTS METHOD 2

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
-------	------	-------

Details	
Method	Topic/level

AITSL Standard 5 Assess, provide feedback and report on student learning

Comments

A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)

Has the purpose of the assessment task been described appropriately?
 Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?
 Does the marking rubric/style provide diagnostic information for the student?

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)

Does the feedback allow the assessment to be used for formative purposes?
 Is feedback expressed in appropriate language for the age/stage of the students?
 Does the feedback

- acknowledge the student's areas of strength?
- identify areas where the student needs to do more work?
- indicate strategies to help the student improve?

C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)

Is the difference between ranking and moderation understood?
 Does the student recognise the importance of following marking guides/rubrics?
 Can the student listen professionally to the opinions of others?