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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 of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6777 Extension Visual Arts Method 1 (6 units of credit)
Term 1 2021

2.

6. COURSE CONTENT AND STRUCTURE

Readings for this course will be available on Moodle

Module	Lecture Topic	Tutorial Topic
1	Introduction and Overview	

Overview of content and criterion-related validity, reliability and accessibility
Types of tasks that build understandings of practice and points of view

Development of a 5 mark question for part 1 of the assessment task and formative peer assessment.

	Issues of quality in unfiltered access to digital resources	
11	<p>Negotiating Professional Experience contexts</p> <p>Revision of effective classroom management and teaching practices for guiding students through art critical and historical study lessons</p>	<p>Establishing collaborative practices</p> <p>Each student will introduce their Case study from Assessment Task 1 to the group using guided questioning to build a short discussion on the topic (15 minutes each)</p> <p>MyExperience completed</p>
Professional Experience		

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 buy them or have them printed and bound yourself.

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

Syllabus documents can be retrieved from NSW Education Standards Authority website:

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

Board of Studies, NSW. (2000). *Visual Design Stage 6 CEC* Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2003). *Photographic and Digital Media Years 7-10 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

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

Board of Studies NSW. (2004). *Visual Arts Years 7-10 Syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.

Websites

Visual Arts & Design Educators Association, <http://www.vadea.org/>; <http://vadea.blogspot.com>
Art Education Australia <http://www.arteducation.org.au/>
Art Gallery of NSW

Assessment Details

Assessment 1: Design a Case Study for Art Criticism and Art History in the HSC course

Design a Critical and Historical case study of 6-8 hours in duration for students in the HSC course. A case study, as stipulated in the Visual Arts Stage 6 syllabus, is a continuum of learning that provides a means of studying particular cases or issues in the visual arts. Its function within the classroom is to illustrate a point of view or a significant viewpoint about the artworld through critical and historical practice. The selection of content for the case study should relate to various aspects of critical and historical investigations, taking into a

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Student No.:

Assessment Task 1: **Case study**

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts</p> <p>The response provides for a particular or significant point of interest or case to be investigated from the world of art and a relevant enquiry question Appropriate and in-depth knowledge of aspects of NSW Stage 6 Visual Arts syllabus that focus on Critical and Historical approaches to Case Studies including accurate use and mapping of outcomes. Coherent sequence of teaching and learning strategies, including duration, for the case study Appropriately designed resources</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>Evidential explanations of how the Case study engages the Visual Arts Course content of The Frames and/or The Conceptual Framework and /or Practice. Scope for extension and or differentiation within suggested learning Considerations of how students will demonstrate their understanding</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Relevance and connection to various aspects of practice, the conceptual framework and the frames Emphasis on one area of content as focus (The Frames, The Conceptual Framework, Practice) Key outcomes to be addressed (From stage 6 syllabus) Evidence of current pedagogical issues and practices in art education practice in the study of art historical and critical practice</p>					
<p>Structure and organisation of response</p> <p>Explanatory rationale Key Enquiry approach Key Resources Key learning activities PowerPoint presentation for the introductory lesson (maximum 8 slides) Example of a student handout that would be used in the case study Evidence of how you could check for synthesised student learning</p>					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <p>Use of formal and syllabus language Accurate Referencing</p>					

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Student Name:

Student No.:

Assessment Task 2: **Assessment task design**

SPECIFIC CRITERIA	(-) ←	→ (+)
<p>Understanding of the question or issue and the key concepts involved</p> <p>An explanatory rationale</p> <p>Section I will include THREE short-answer questions. ONE of the three questions must specifically focus on sources relating to Aboriginal or Torres Strait Islander Art examples.</p> <p>Section II will include three extended response questions, with ONE question on each of the following: practice, the conceptual framework and frames.</p> <p>Model anticipated student responses at three different mark levels to ONE question chosen from Section I. These modelled answers should be used to check the appropriateness of the question and the accuracy of the mark band descriptors.</p>		
<p>Depth of analysis and/or critique in response to the task</p> <p>An explanatory rationale that evidences course content student learning assessment strategies and evidence of satisfactory achievement and completion in the HSC course</p>		
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>		
<p>Structure and organisation of response</p> <p>Development of an examination paper for Art Criticism and Art History Stage 6 that follows structure of HSC examination in Visual Arts</p> <p>Rationale, modelled answers</p> <p>A marking scheme for each of each of the three Section I questions which clearly illustrates how marks will be allocated for each question in mark bands appropriate to the question value.</p>		