School of Education

EDST5460
Specialist Study in Education

Term 2 2021

Contents

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

2.1.3	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs	2
2.2.3	Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs	1, 2
2.3.3		

6. COURSE CONTENT AND STRUCTURE

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

x framing interpretations – do you start with a frame or does a framework of

Session 3: Workshopping Assessment 3 Building student's knowledge and understanding of art interpretation over time

- x Scope and sequence of formative and summative learning activities
- x

regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Hurdle task: Pre-course reading, reflection on theory
Weight: 0%
Length: 1000 words (to inform class discussions on Day 1 of the course)
Task details:

What do we mean when we describe teaching and learning in art as "the c   onstructi on of a social reality"   ?

    a.   Read the following articles by John R Searle:

Include:

- x Program title
- x A rationale that explains the design of the program and its educative value to this group of students xLearning Outcomes (3 max)
- x Visual Arts content – Framework beliefs, Practice in interpretation and artworld concepts/Conceptual framework.
    - o Artist/s
    - o Artworks in the body of work
    - o Critical commentaries/reviews
- x Overview of sequence of learning activities focussed on critical interpretation of a body of work by one or more artists
- x Two assessment tasks: 1 summative and 1 formative
- x Resources & references

Student Name: Student No.:

Assessment Task 1: Outline of a learning activity

SPECIFIC CRITERIA	(-)		h	(+)	

Understanding of the question
   x Understanding of the task and choice of selected theoretical concepts
   x Clarity and accuracy in use of concepts and references related to selected theoretical frameworks
   x Apply understandings of the theoretical frameworks to potential pedagogical choices					

Depth of analysis and/or critique in response to the task
   x Depth of understanding of concepts and references and can explain their relations within the selected frameworks
   x Explanations are developed with knowledge of the content of relevant required and recommended readings
   x Applications to pedagogical approaches are appropriate and well-reasoned
   x Selection of relevant examples					

Familiarity with and relevance of professional and research literature used to support response x Range of references and resources – in addition to required course readings - to support response					

Structure and organisation of response
   x Appropriateness of overall structure of response
   x Coherence in developing informed positions that are sustained relative to the theoretical frameworks and their pedagogical applications
   x Clarity and coherence of organisation, including use of section headings