



School of Education

EDST6776  
Visual Arts Method 2

Term 2 2021



## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST6776 Visual Arts Method 2 (6 units of credit)  
Term 2 2021

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

**Course Name**





## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	<p>On-line assessment module</p> <p>Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p> <p>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>	<p>Critically describe the role of assessment in ensuring effective learning and teaching</p> <p>evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</p> <p>apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p> <p>Content of this module will be assessed during the Hurdle Requirement in Week 6</p>
2	<p>Introduction to the Stage 6 Visual Arts Syllabus</p> <p>Overview of the course</p> <p>Overview of the curriculum, assessment and examination framework in NSW</p>	<p>Designing Year 11 Visual Arts Scope and Sequence</p> <p>Developing Scope and Sequences</p> <p>Understanding the continuum of learning</p>
3		

6	<p>The Body of Work</p> <p>Guest Lecturer</p>	<p>Peer feedback for Task 2</p> <p>HURDLE REQUIREMENT</p> <p>UNSW My experience</p>
7	<p>HSC Case Studies</p> <p>Syllabus requirements. Understanding a Case Study in teaching and learning. Using the Frames, Conceptual Framework and Practice to build a case study</p>	<p>Developing a case study</p> <p>Selecting content and structuring HSC Case Studies.</p>







## Assessment Details

### Assessment 1 (2000 wd eq, 40%).

#### PART 1:

Create a scope and sequence, including learning outcomes, for a Year 11 (Preliminary) Visual Arts course.

#### PART 2:

Choosing from ONE unit from your Scope and Sequence, prepare a combined assessment task that includes both ARTMAKING and HISTORICAL AND CRITICAL components (not an essay) that directly link to the teaching and learning intentions for the term's work. Your scope and sequence must indicate when the task will occur. Make sure your instructions for the task are grammatically correct and communicate effectively for students. nw 5.55 (e)J-0.001 Tc 0.016 (i)3 (ncefBT0 g0.01 Tc 0.001 Tw 9.96 -0 0 9.96 62.76 709.92 Tr

See below:

- Roland Barthes
- Nicolas Bourriaud
- Norman Bryson
- Anna C. Chave
- Kenneth Clarke
- Matthew Collins
- Catherine de Zegher
- Arthur Danto
- Paul Duncum
- Clement Greenberg
- Robert Hughes
- Rosalind Krauss
- Lucy Lippard
- Linda Nochlin
- Barbara Rose
- Harold Rosenberg
- Griselda Pollock
- Or another as discussed with the lecturer

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

## HURDLE REQUIREMENT FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to

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

Student Name:

Student No:

Assessment Task 1: Scope and sequence with ONE assessment task for s



Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Details

Method

Topic/level

AITSL Standard 5

Comments

Assess, provide feedback and report on student learning

**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?