Arts & Social Sciences

School of Education

EDST6778
Extension Visual Arts Method 2

Term 2, 2019

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 and Social Sciences
School of Education
EDST6778 Extension Visual Arts Method 2 (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Gemma Baldwin
Email: gemma.baldwin@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Extension Visual Arts Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 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

In addition to learning some basic skills and concepts in visual arts education, students undertaking this course will think deeply about some of the most critical issues facing visual arts educators. The course will focus on the teaching of Artmaking in Stage 6 and students will be introduced to contemporary research into the teaching of art. Content knowledge will be integrated in pedagogy and linked to professional issues unique to visual arts educators. This course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of visual arts education in Australia.

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.
- The focus of the course and activities prescribed have been modified to reflect syllabus content
- Assessments were modified to reflect feedback and reflect syllabus content

STUDENT LEARNING OUTCOMES

Outcome	
1	Develop and articulate a philosophy of education
2	Examine the relationship between Visual Arts syllabus requirements, teacher pedagogy and student learning in art making in the senior years
3	Design and critically evaluate a variety of forms of art making assessment for student learning in visual arts tasks appropriate for the HSC

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
C. Information and Communication Technologies	1, 2,3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9
F. Teaching Students from Non-English-Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will provide students with the capacity to extend their knowledge of curriculum and pedagogy, to operate effectively at the highest levels of schooling, and also to develop and refine their philosophical approach to education such that they can participate actively in professional organisations and advocate for an effective visual arts education.

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 and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	***On-line assessment module*** • 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.	• Critically describe the role of assessment in ensuring effective learning and teaching; • evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching • apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. Content of this module will be assessed during the Hurdle Requirement in Module 7
2	**Introduction and overview of the course** The representation of artmaking in Visual Arts Stage 6 Syllabus: • Rationale, aims & objectives • Course structure • Course requirements • An overview of the history of artmaking as a teachable discipline with particular reference to the NSW context.	**Artmaking Content in the Visual Arts courses** • Relating artmaking to Art criticism and art history in Preliminary course. • Planning the scope and sequence of learning in Year 11 and 12 – NESA • Introducing your students to the body of work, establishing an understanding of practice • The role of formative assessment in the development of the body of work

3	**Developing a philosophy of visual arts education**
	
	• Traditional studio practice
	  Artmaking as research
	• Digital and technological innovations
	• Document familiarity:
	  Artmaking requirements
	  Visual Arts Process Diary
	  The Expressive forms
	  Overall limitations, size, weight Duration of HSC submitted works
	• Dangerous and prohibited materials NESA Advice to schools on content in performances and submitted works
	• Critical and practical modes of knowing Artist as teacher/teacher as artist?
		Developing and supporting student artmaking practices for the HSC
		
		• The development of a body of work
		• The body of work–the curatorial process — selecting works for HSC; submission; Stage 6 HSC administration
		• Strategies for managing student performance in the Preliminary and HSC artmaking courses
		• HSC monitoring at school
		• Responsibilities for feedback and communication to all students.

4	**Principles and practices of teaching and learning artmaking in the visual arts** Supporting more autonomous performance in and through: • Syllabus content and building conceptual depth • Models of transmission of material and technical skills	**Cultivating a positive classroom climate** • Encouraging creative risk-taking, opportunity and autonomy • Teacher and student exchanges • Creating an inclusive art room environment for diverse learners, including students on adjusted courses,

	• Formative critical practice • The Visual arts diary and reflective practice • The inclusive art room – syllabus content opportunities and strategies for reflecting cultural diversity	Life Skills courses and non-ATAR courses
5	**Assessing the Body of Work – HSC Examination** • Guest lecture from HSC Practical marker • Benchmarking • HSC Marking Feedback • Assessment Criteria • Marking Guidelines	**Assessing the Body of Work** • School-based assessment of the body of work • External assessment of the body of work • Making judgements in the assessment of the body of work • Developing appropriate and relevant feedback
6	**Creativity in Visual Arts education** • Theories of creativity • Facilitating creative practice in the Visual Arts classroom • Resources for supporting authentic artmaking practice in traditional expressive forms included in the HSC examination	**Innovations and Expressive Forms** • Strategies for teaching innovative and hybrid expressive forms included in the HSC examination • Collection of works • Documented forms • Expanded possibilities in Photomedia, Time based forms and Designed objects
7	**The professional life of visual arts teachers** • Professional Associations and developing networks amongst educators • Career pathways within DET/ CEO etc DET, CEO etc policies Teacher Assessment Review (TARs) • On-line course evaluation	**Parental and community involvement in visual arts education** • Effective communication, expectations and school culture • Accessing specialist school and community support for Aboriginal, EAL/D and Special Education needs • Job readiness - reflecting on professional preparation as visual arts teachers

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.

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

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus

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

Harrison, N (2008). *Teaching and learning in Indigenous education.* Oxford, Sydney

Journals:

Art Education
Art Therapy: Journal of the American Art Therapy Association
Arts Education Policy Review
Arts and Activities
Australian Art Education
Australian Online Journal of Arts Education
International Journal of Art & Design Education
International Journal of Education and the Arts
International Journal of Education through Art
Journal of Aesthetic Education
Journal of Artistic and Creative Education
School Arts
Studies in Art Education

Websites:

Visual Arts & Design Educators Association, http://www.vadea.org.au
Art Education Australia http://www.arteducation.org.au/
Art Gallery of NSW http://www.artgallery.nsw.gov.au/
The Artists.org - modern & contemporary artists and art http://www.the-artists.org/
Australian Museums and Galleries Online http://amol.org.au/
Bauhaus Archive Museum of Design http://www.bauhaus.de/english/bauhaus1919/index.htm
NESA http://www.educationstandards.nsw.edu.au
Cooper Hewitt National Design Museum (USA) http://ndm.si/edu
The Metropolitan Museum of Art – Online Resources http://www.metmuseum.org/education/index.asp
Museum of Computer Art http://moca.virtual.museum/
Museum of Contemporary Art, Sydney http://www.mca.com.au/
Museum of Modern Art http://www.moma.org/
The National Fine Art Education Digital Collection http://fineart.ac.uk/
NGA https://nga.gov.au/
National Gallery of Victoria Collection http://www.ngv.vic.gov.au/collection/
National Library of Australia http://www.nla.gov.au/catalogue/pictures/
National Portrait Gallery
MONA
Object – Australian Centre for Craft & Design http://www.object.com.au/
Powerhouse Museum http://www.powerhousemuseum.com/
Queensland Art Gallery
State Library of NSW http://www.sl.nsw.gov.au/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessing understandings of Practice – Assessment Task Design and Evaluation	2000 words	40%	1, 3	2.1.1, 2.3.1, 3.6.1, 5.1.1, 5.3.1	B1, D1 3, F8	Friday 9th August By 5.00pm
Essay – Assessment and pedagogical practice in the development of the body of work	3000 words	60%	1, 2, 3	1.3.1, 1.5.1, 2.1.1, 2.3.1, 3.6.1, 5.1.1	B4, B5, D1 3, F8, F4	Thursday 5th September By 5.00pm

Submission of assessments

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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Assessing understandings of Practice – Assessment Task Design and Evaluation

Design a formative assessment task that requires students to demonstrate their understanding of practice in the development of their body of work. Design a marking criteria that reflects the parameters of the task. Provide a rationale (800-1000 words) which explains and justifies your choices and addresses how the task provides the teacher with access to students' understanding of practice.

Assessment 2: Essay - Assessment and pedagogical practice in the development of the body of work

Consider how strategies in assessment and pedagogy can be used by teachers to support students to develop their role as an artist in the development of the body of work. Include your findings regarding the implications of your research for teaching. Ensure that you include appropriate references. Your response should be 3000 words.

Student Name: Student No.:

Assessment Task 1: Assessing understandings of Practice – Assessment Task Design and Evaluation

SPECIFIC CRITERIA	(-) ———————— ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research and practice • Uses syllabus documents and Visual Arts terminology clearly and accurately • Demonstrates understanding of assessment practices in Stage 6 Visual Arts in task notification and marking criteria • Understands the role of practice in the development of the body of work • Understands the relationship between formative assessment and the role of the teacher and student			se		
Depth of analysis and/or critique in response to the task • Synthesises research to make and support choices in the development of effective assessment • Demonstrates understanding and use of key syllabus content and NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response • References and understands relevant research • Understands effective assessment practices					
Structure and organisation or response • Organises and structures assessment task and marking criteria in a coherent and effective manner • Follows NESA assessment guidelines					
Presentation of response according to appropriate academic and linguistic conventions • References all sources appropriately • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task 2: Essay - Assessment and pedagogical practice in the development of the body of work

SPECIFIC CRITERIA	(-) ———————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research and practice in Visual Arts education • Demonstrates understanding of assessment strategies and pedagogical practice in Stage 6 Visual Arts • Demonstrates understanding of how to support students to develop their role as an artist in the development of the body of work					
Depth of analysis and/or critique in response to the task • Synthesises research and articulates an understanding of strategies in assessment and pedagogy • Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Visual Arts					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of research and theory and is supported by appropriate references • Addresses relevant assessment strategies and pedagogical practices to support students in the development of the body of work					
Structure and organisation or response • Articulate clearly the research findings and the implications for teaching • Structures response in a clear and concise manner					
Presentation of response according to appropriate academic and linguistic conventions • References all sources appropriately • Use of language is appropriate and consistent, shows excellent command of English grammar conventions including spelling, syntax, and punctuation					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**