



UNSW
SYDNEY

School of Education

EDST6778
Extension Visual Arts Method 2

Term 2 2021

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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
EDST6778 Extension 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
Availability: By 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#EDST6778T2C

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 relationship between course content and practice in Method 1 & 2, Extension Method 1 and Extension Method 2 has been clarified.
- Assessments have been given further detail to clarify requirements and extend critical practice.

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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)	<p>On-line assessment module</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
2	<p>Introduction and overview of the course</p> <ul style="list-style-type: none"> • Visual Arts Stage 6 Syllabus: <ul style="list-style-type: none"> ○ 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 	<p>Artmaking Content in the Visual Arts courses</p> <ul style="list-style-type: none"> • Relating artmaking to Art criticism and art history in Preliminary course. • The continuum of learning in stage 6 • Introducing your students to the body of work, establishing an understanding of practice • The role of assessment
3	<p>Developing a philosophy of visual arts education</p> <ul style="list-style-type: none"> • Artmaking as research • NESAs Document • Critical and practical modes of knowing Artist as teacher/teacher as artist? 	<p>Developing and supporting student artmaking practices for the HSC</p> <ul style="list-style-type: none"> • 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
4	<p>Principles and practices of teaching and learning artmaking in the visual arts</p> <p>Supporting more autonomous performance in and through:</p> <ul style="list-style-type: none"> • Syllabus content and building conceptual depth • Models of transmission of material and technical skills • Formative critical practice • The Visual arts diary and reflective practice • The inclusive art room – syllabus content opportunities and strategies for reflecting cultural diversity 	<p>Cultivating a positive classroom climate</p> <ul style="list-style-type: none"> • 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, Life Skills courses and non-ATAR courses

5	Assessing the Body of Work – HSC Examination <ul style="list-style-type: none"> • Benchmarking • HSC Marking Feedback • Assessment Criteria • Marking Guidelines 	Assessing the Body of Work <ul style="list-style-type: none"> • School-based and External assessment of the body of work • Making judgements in the assessment • Developing appropriate and relevant feedback
6	Creativity in Visual Arts education <ul style="list-style-type: none"> • Theories of creativity • Facilitating creative practice in the Visual Arts classroom • Authentic artmaking practice in traditional expressive forms included in the HSC examination 	Innovations and Expressive Forms <ul style="list-style-type: none"> • Strategies for teaching innovative and hybrid expressive forms included in the HSC examination
7	The professional life of visual arts teachers <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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/>

Object – Australian Centre for Craft & Design <http://www.object.com.au/>

Powerhouse Museum <http://www.powerhousemuseum.com/>

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 Assessed	Due Date
Essay - Understanding and evaluating assessment of Practice	2000 words	40%	1, 3	2.1.1, 2.3.1, 3.6.1, 5.1.1, 5.3.1	B1, D1, D3, F8	Friday 30 th July by 5pm
Assignment – Cultivating a philosophy and advocacy of 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, D3, F8, F4	Thursday 26 th August by 5pm

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: Essay – understanding and evaluating assessment of Practice. [2000 words]

1. **Rationale** (1200 words):

- explain, justify and evaluate your assessment choices
- explain how the task provides the teacher with access to students' understanding of practice
- Address how the task enables students to demonstrate their application of knowledge, understanding and critical judgement acquired through experience and provides them with the possibility to establish intentions as artists
- Use relevant research including the syllabus and relevant NESA documents to support your reasoning

2. Design a Year 12 **summative assessment task** (800 words) using the template provided on Moodle. This task requires students to demonstrate their understanding of practice in the development of their body of work. In addition to the body of work in progress, the assessment must also include the VAPD as a record of research, investigations into subject matter, development of technical skills and process, reflection and directions for further development and refinement.

It must include:

- Appropriate Stage 6 Artmaking outcomes from the syllabus
- Demonstrate consideration of school-based assessment schedule/timing (e.g. due date)
- Marks allocated for all components including total
- Identify assessment criteria (rubric) for each component of the task
- Design a marking criteria that reflects the parameters of the task. You must include a separate marking criteria for each component/part. Ensure marking range is appropriate and the criteria reflects relevant levels of achievement. Note: appropriate school-based marking guidelines should be developed. Use of external HSC marking guidelines is not appropriate.

The task should adhere to the requirements outlined in the NESA Assessment and Reporting in Visual Arts Stage 6 document for school-based assessment.

Assessment 2: Assignment – Cultivating a philosophy and advocacy of assessment and pedagogical practice in the development of the body of work [3000 words]

Cultivating an individual philosophy of assessment and pedagogical practice based on research and best practices is important for emerging teachers.

PART A: Philosophy and advocacy of assessment and pedagogical practice [1000 words]

Consider how concepts and strategies in assessment and pedagogy can be used by teachers to support students to develop their artmaking, in their role as an artist in the development of their body of work. Show how research underpins these teaching and learning practices. Discuss how this philosophy would advocate for quality visual arts education in the contemporary context.

PART B: Applying your philosophy to the classroom [2000 words]

Use the scenario below to show how your philosophy of assessment and pedagogy would be put into practice in the classroom to help the student develop his body of work for his HSC.

Rafi is in your HSC Visual Arts class. You taught him in Yr 11, however he did not do Visual Arts in Stage 5, which means he has not experienced a significant range of Artmaking approaches and Art Criticism and Art History knowledge, understanding and skills. In Yr 11 Rafi demonstrated is struggling to develop conceptual meaning and ideas in his practice. He has shown no particular interest or dominant strength in any one expressive form over another. However, has some success and experience in Manga drawing. Rafi is starting to lose focus in the middle of Term 4 Yr 12 (first term of Yr 12). He has brainstormed many ideas about anime, manga and Japanese culture in his VAPD using the Cultural and Structural Frame. However, Rafi is struggling to develop his material and conceptual practice.

In your response consider the following:

- How would you structure the learning and teaching of artmaking, to support the development of Rafi's body of work?
- How would you engage the content areas (Practice, Frames, Conceptual Framework) to develop his role as an artist in the development of the body of work?
- How would you structure formative and summative assessment to facilitate and guide teaching and learning for this student, within the context of the class?

Note: You can change artforms to suit your own interests/strengths e.g. ceramics and sculpture.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6778 EXTENSION VISUAL ARTS METHOD 2

Student Name:

Student No.:

Assessment Task 1: **Understanding and evaluating assessment of Practice.**

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • References and understands relevant research • Understands effective assessment practices 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6778 EXTENSION VISUAL ARTS METHOD 2

Student Name:

Student No.:

Assessment Task 2: **Philosophy and advocacy of 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.**