Contents

1. LOCATION ..................................................................................................................... 2
2. STAFF CONTACT DETAILS........................................................................................... 2
3. COURSE DETAILS........................................................................................................ 2
   Summary of Course ........................................................................................................ 2
   Aims of the Course ......................................................................................................... 2
   Student Learning Outcomes ........................................................................................... 3
   Graduate Attributes .................................................................................................... 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ...... 4
5. TEACHING STRATEGIES ............................................................................................. 4
6. COURSE CONTENT AND STRUCTURE ...................................................................... 4
7. ASSESSMENT ............................................................................................................ 12
   Assessment Details ...................................................................................................... 12
8. RESOURCES .............................................................................................................. 15
   Required Readings ....................................................................................................... 15
   Further Readings ......................................................................................................... 15

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 Bidjigal and Gadigal 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
EDST5144 Theoretical Frameworks in Visual Arts Education (6 units of credit)
Semester 2, 2015

2. STAFF CONTACT DETAILS

Course Coordinator:  Dr Karen Maras
Office Location:  John Goodsell 132
Email:   k.maras@unsw.edu.au
Phone:   9385 2542
Availability:  Please email to arrange an appointment

Other Teaching Staff: Dr Kerry Thomas
Office Location:  John Goodsell 111
Email:   k.thomas@unsw.edu.au
Phone:   9385 1977
Availability:  Please email to arrange an appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Theoretical Frameworks in Visual Arts Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Wednesday 19:00 – 21:00</td>
</tr>
<tr>
<td></td>
<td>Old Main Building 151</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-12</td>
</tr>
</tbody>
</table>

Summary of Course

This course enables students to gain an understanding of theoretical frameworks that contribute to generating and shaping knowledge and understanding and the identity of the Visual Arts and Design in contemporary education. The course draws its significance from the Literature Review for the National Review of Visual Education in Visual Arts, Craft, Design and Visual Communication (Brown, 2006). It reviews the ongoing importance of the subjective, structural, cultural and postmodern frames, introduced in the NSW Visual Arts syllabuses in the 1990s, and extends on those frames by reflecting developments since then in philosophy, psychology and technology. The course also introduces new domains to visual arts education that have endured and re-emerge after contact with changing cultures, fashions and technologies. Consistent with the Literature Review, the course demonstrates how each of these domains in conjunction with frameworks exert an influence on how we understand and explain art; impact on teaching styles; apply to students in different ages/stages of schooling; and reflect and advance approaches to educational policy. It offers students opportunities to apply their understandings to their students’ reasoning abilities and is committed to ensuring the need for teachers of the visual arts who can inform their students in the teaching of cognitively differentiated coursework rather than merely nurturing them.

Aims of the Course

This course aims to assist students to:

• Identify and explain a network of references and concepts within each of the theoretical domains as advanced in the Literature Review
• Apply selected theoretical frameworks and identify, interpret and explain issues related to teaching and programming and expectations set for students
• Reflect upon students’ cognitive development in selected theoretical frameworks at different ages/stages of schooling
• Understand how the theoretical frameworks as presented provide a valuable extension to the frames as represented in the current NSW Years 7-12 Visual Arts syllabuses

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Differentiate and understand relations between references and concepts within the theoretical frameworks as different epistemic tools for navigating meaning and value and the identity of the visual arts in contemporary education</td>
</tr>
<tr>
<td>2</td>
<td>Assess the implications of these theoretical frameworks for pedagogy and the development of intentionally differentiated teaching styles suited to building students' understanding</td>
</tr>
<tr>
<td>3</td>
<td>Trial the use of particular theoretical frameworks and characterise how teaching styles and concepts are differentiated for students at different ages and stages of their schooling</td>
</tr>
<tr>
<td>4</td>
<td>Develop a proposal that differentiates concepts from selected theoretical frameworks and pedagogical styles suited to students cognitive abilities and different stages of schooling</td>
</tr>
</tbody>
</table>

**Graduate Attributes**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Advanced disciplinary knowledge and practices</td>
<td>Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
</tr>
<tr>
<td>2 Enquiry-based learning</td>
<td>Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</td>
</tr>
<tr>
<td>3 Cognitive skills and critical thinking</td>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
</tr>
<tr>
<td>4 Communication, adaptive and interactional skills</td>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
</tr>
<tr>
<td>5 Global outlook</td>
<td>Demonstrate an understanding of international perspectives relevant to the educational field</td>
</tr>
<tr>
<td>6 Ethics</td>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The teaching, learning, and assessment activities in this course are designed to provide opportunities for students to develop theoretical and practical knowledge and understandings of different theoretical frameworks that contribute to generating and shaping knowledge and understanding and the identity of the Visual Arts and Design in contemporary education. The approach will contribute to students’ learning about and critically evaluating the advantages of these frameworks in order to enhance their understanding of how they may proceed in crafting their own programs and teaching styles that take into account students’ cognitive development and deepening relational understandings of art.

5. TEACHING STRATEGIES

In order to develop both theoretical and practical knowledge and understandings, the course will involve selected readings, teacher input, (re)view of short video clips and other media, peer discussion, structured research activities and individual reflection which will provide students with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

6. COURSE CONTENT AND STRUCTURE

For each required reading for each week do the following, and bring written answers to class (these will help with our discussions in class):

1. Is there a specific passage/s that struck you personally—as interesting, profound, incomprehensible, illuminating?
2. What would you identify as a central idea or premise of the chapter/article?
3. Is there a particular idea in the chapter/article where you can identify or make connections with your own thinking and/or research and/or classroom practice?

All required readings below are available on the course Moodle site or through the library. Selected recommended readings will be added to Moodle during the semester subject to their availability and their meeting copyright requirements.

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
</tr>
</thead>
</table>
| 1 add dates throughout | Overview of the course  
Background to the Theoretical Frameworks in Visual Arts and Design Education:  
- The Frames in current NSW Visual Arts syllabuses K-12  
- The Literature Review for the National Review of Visual Education  
Changing emphases in contemporary educational policy  
**Required readings**  
Brown, N. (2006). The frames and relational aesthetics, in P. McKeon and K. Snepvangers (Eds.), *Occasional Seminar in Art, Design and Education* |

**Recommended readings**


---

**PART 1: The expanded Frames as epistemic tools and related teaching pedagogies**

A (i) Plato, Religion, and the Arts

(ii) Concepts of the spiritual including iconographic prescription, tradition and pedagogy in visual arts

B (i) Technical and historical disciplines and the Visual Arts including art, craft and design

(ii) Concepts of coaching, mastery, practical reasoning, the accreditation of skills and knowledge and pedagogy in visual arts (art, craft and design)

**Required readings**


**Recommended readings**


**Required readings**


**Recommended readings**


E (i) The psychology of perception, neurophysiology and pathology in the Arts
  (ii) Explanations of pictorial functions of imagery, iconography and therapy and pedagogy in visual arts

F (i) Rebellion, transgression and difference in the Arts
  (ii) Concepts of transgression, imaginative freedom, irony, metaphor, the confrontation of authority and pedagogy in visual arts

Required readings


Recommended readings


G (i) The Arts as a way of knowing
   (ii) The concept of art as a practical and conceptual kind of reasoning and pedagogy in visual arts

H (i) The Arts as a form of communication
   (ii) Concepts of visual literacy, art as a non-spontaneous language that needs to be written and read and pedagogy in visual arts

Required readings


Recommended reading


I (i) Cultural Studies and the Arts
   (ii) Concepts of the functional role of the visual arts in society, visual arts as a field of practice, institutional power, habitus, pedagogy and visual arts

J (i) Visual Culture and the Arts
   (ii) Concepts of the visual arts as the cultural analysis of popular and everyday appearances and pedagogy and visual arts

**Required readings**


**Recommended readings**


Brown, N.C M. (2003). Are we entering a post critical age in Visual Arts...
<table>
<thead>
<tr>
<th>Required readings</th>
<th>Recommended readings</th>
</tr>
</thead>
</table>
| 9 | Case study 1 continued: as per week 8  

**Case study 2: the development of selected concepts and their relation to pedagogical approaches: The Digital, Multimodal and Relational**  

**Required readings**  

**Recommended readings**  

| 10 | Case study 2 continued: as per week 9  

| 11 | **Part 3:**  

Trialling the relevance of selected theoretical frameworks in accordance with students’ ages and stages of schooling – 1  
Students to bring in their own references to class (in consultation with the teacher)  

**Required readings and recommended**  
As per A-K above. Further detail TBA  

| 12 | Trialling the relevance of selected theoretical frameworks in accordance with students’ ages and stages of schooling – 2  
Students to bring in their own references to class (in consultation with the teacher)  

**Required readings and recommended readings**  
As per A-K above. Further detail TBA
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task (1) Response paper</td>
<td>3000 words</td>
<td>50%</td>
<td>1, 2, (3), 4</td>
<td>1, 2, 3, 5, 6</td>
<td>Week 5 Friday 28 August 2015</td>
</tr>
<tr>
<td>Task (2) Program proposal</td>
<td>3000 words</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 5, 6</td>
<td>Week 12 Friday 23 October 2015</td>
</tr>
</tbody>
</table>

Assessment Details
More details will be provided in class

Assessment 1: Response paper: How do three of the theoretical frameworks contribute to different understandings, meaning and value in art?

Task:
(a) Select three of the theoretical frameworks as explained in Weeks 2-5. Make explicit how concepts and references link together as a network of relations and meanings within the selected theoretical framework/s. For example, between the artwork and artist, artwork and imitation of the world, artwork and influence of the spiritual, artwork and institutions, artwork and imagination, artist and institution etc. Include explicit reference to six required readings and selected recommended readings from this course as appropriate.
(b) Explain how the theoretical frameworks selected would oblige you in the pedagogical choices you make as a visual arts teacher. Give examples to support your explanation.
(c) Include references throughout using the APA style.

Assessment criteria – see next section

Assessment 2: Program proposal: Applying two theoretical frameworks

Task:

Develop and justify a proposal for a program that builds on one of the theoretical frameworks as an epistemic tool suited to students' cognitive abilities at particular ages/stages of schooling eg Stage 4 then Stage 5. Show how you will adapt your teaching style and differentiate content in relation to the framework selected.

Consider the implications for artmaking and critical and historical studies and make reference to specific artist’s and their works.

You may use the theoretical frameworks selected from Assessment 1 if you wish. Include references throughout from the course readings and others suited to your purposes using the APA style.

Further details on the format will be provided in class/on moodle.

Assessment criteria – see next section
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5144 THEORETICAL FRAMEWORKS IN VISUAL ARTS EDUCATION

Student Name:              Student No.:
Assessment Task: 1

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(−)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of the task and choice of selected theoretical frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and accuracy in use of concepts and references related to selected theoretical frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• apply understandings of the theoretical frameworks to potential pedagogical choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and explanation in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• depth of understanding of concepts and references and can explain their relations within the selected frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explanations are developed with knowledge of the content of relevant required and recommended readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• applications to pedagogical approaches are appropriate and well reasoned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• selection of relevant examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• range of references – in addition to required course readings - to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherence in developing informed positions that are sustained relative to the theoretical frameworks and their pedagogical applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings and subheadings to enhance readability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer        Date
Recommended: /20 (FL PS CR DN HD) Weighting: 50%

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.
## SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding of the task and choice of selected theoretical frameworks</td>
</tr>
<tr>
<td>clarity and accuracy in use of concepts and references related to selected theoretical frameworks</td>
</tr>
<tr>
<td>apply understandings of the theoretical frameworks to potential pedagogical choices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and explanation in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>depth of understanding of concepts and references and can explain their relations within the selected frameworks</td>
</tr>
<tr>
<td>explanations are developed with knowledge of the content of relevant required and recommended readings</td>
</tr>
<tr>
<td>applications to pedagogical approaches are appropriate and well reasoned</td>
</tr>
<tr>
<td>selection of relevant examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>range of references – in addition to required course readings - to support response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>appropriateness of overall structure of response</td>
</tr>
<tr>
<td>coherence in developing informed positions that are sustained relative to the theoretical frameworks and their pedagogical applications</td>
</tr>
<tr>
<td>clarity and coherence of organisation, including use of section headings and subheadings to enhance readability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
</tr>
<tr>
<td>clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
</tr>
</tbody>
</table>

## GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer | Date |
---|---|
Recommended: | /20  (FL  PS  CR  DN  HD) |
Weighting: 50% |

**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.**
8. RESOURCES

Required Readings
As per the course required readings for each week.

Further Readings
As per the course recommended readings for each week. It is suggested that students pursue their further reading beyond the required readings beginning with those marked with an * where indicated.

Useful journals: some examples

Studies in Art Education
International Journal of Art and Design Education
Visual Arts Research
Journal of Aesthetic Education
International Journal of Education through Art
Journal of Cultural Research in Art Education
Journal of Social Theory in Art Education
Art Education
Journal of Artistic and Creative Education