



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST6775  
Visual Arts Method 1

Semester 1

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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 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  
EDST6775 Visual Arts Method 1 (6 units of credit)  
Semester 1 2017

## 2. STAFF CONTACT DETAILS

Course coordinator: Dr Jane Naylor  
Email: jane.naylor@unsw.edu.au  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

Course Name	Visual Arts Method 1	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Monday 17:00-18:00 John Goodsell LG21	Weeks 1-11, N4
Tutorials	Monday 18:00-20:00 Mathews 306 Monday 18:00-20:00 Mathews 303	Weeks 1-11, N4

### *Summary of Course*

This course provides an introduction to the NSW Visual Arts mandatory (Years 7-8) and elective (Years 9-10) syllabuses. Students are encouraged to critically examine the content and structure of the Stage 4 and 5 Visual Arts curriculum documents. The course introduces pre-service teachers to the practice of planning, implementing and assessing learning in Visual Arts with particular emphasis on the junior years of high school. The course is also designed to develop understanding of current issues shaping visual arts education.

Students will be introduced to the process of planning a sequence of lessons and evaluating individual lessons and sequences of lessons against the desired outcomes. Microteaching is used to bring the planned lessons to life and provides students with an opportunity to demonstrate an understanding of key competencies, receive feedback from peers and the lecturer and to develop their teaching practice.

Learning will be contextualised in relation to knowledge about the nature of visual arts and visual arts education in Australia.

### *Aims of the Course*

This course aims to:

- Increase a student's pedagogical content knowledge for Visual Arts teaching.
- Develop a student's understanding of what comprises effective classroom practice in Stage 4 and 5 Visual Arts.
- Develop an understanding of how to plan, implement and evaluate a sequence of lessons and use assessment for learning strategies that reflect strong content knowledge of the NSW Visual Arts Stage 4 and 5 syllabi.

### *Important information*

**Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

The main ways in which the course has changed since last time as a result of student feedback:

The course content and timing of assessments have been modified

*Student Learning Outcomes*

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus	1,2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1,2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2
6	Practise the ethical and professional values expected of teachers	1

*Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1,2
3.3	Include a range of teaching strategies.	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1,2

4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1

*National Priority Area Elaborations*

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

**4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

In addition to developing their knowledge of Visual Arts syllabuses 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 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. In addition to traditional lectures, the course also involves workshops where students will take part in simulated classroom activities, critical discussions, and reflective observations of visual arts education in practice.

## 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.
- Online discussions.
- 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

*Refer to the course readings list on Moodle for the compulsory weekly readings.*

Wk	Lecture Topic	Tutorial Topic
1 27 Feb	<p><b>Introduction to the course and overview of Visual Arts curriculum in NSW.</b></p> <p>What is curriculum? Official curriculum, hidden curriculum.</p> <p>What is the structure and content of the Stage 4 and 5 syllabuses?</p> <p>Who is the candidature, what is the continuum of learning?</p> <p>What are the options for Stage 5 syllabus? (Visual Arts, Photographic and Digital Media, Visual Design, Life skills and Special Education)</p> <p>Where do I find syllabus materials?</p> <p><i>National Priority Area Elaborations- A8, D1, D3, D10, E9, F3</i></p>	<p>“What is a teacher?” Group activity</p> <p>Overview and discussion of 7-10 Visual Arts syllabuses including: Rationale for the Stage 4 and Stage 5 course. Outcomes based approaches to curriculum design Artmaking, Art Criticism and Art History Years 7-10</p> <p>Organisation of content The concept of practice The role and function of the conceptual framework The frames as interpretative perspectives in learning and teaching Unpacking the theoretical and philosophical nature of these concepts</p> <p>Orientation to the BOSTES Website: Resources and documents focusing on Assessment &amp; Reporting, examination, and Standards Referenced curriculum frameworks, policies on safe working practices</p>

<p>2 6 March</p>	<p><b>Designing a sequence of Visual Arts Lessons for Stage 4 Part 1</b></p> <p>What is a lesson plan and why do I need one?</p> <p>What is a scope and sequence and how does this structure content, concepts, units of work and assessment?</p> <p>How can I structure investigations of content and generate interpretations through an understanding of the <b>Conceptual Framework and the Frames</b> in Visual Arts?</p> <p><i>National Priority Area Elaborations- A8, C2, C12, D19, D11</i></p>	<p>“What is a lesson plan?” group activity.</p> <p>Designing a lesson for Stage 4 in Artmaking and/or critical and historical studies including a rationale, objectives, outcomes, and Visual Arts content (practice, conceptual framework and frames). Example lesson plans and scope and sequences provided.</p> <p>Engaging with syllabus concepts in structured teaching and learning activities.</p> <p>Considering prior learning and student readiness- transition from Stage 3 to Stage 4 learning.</p> <p><b>Assessment 1 given out.</b></p>
<p>3 13 March</p>	<p><b>Designing a sequence of Visual Arts Lessons for Stage 4 Part 2</b></p> <p>How do I select appropriate resources and examples that effectively articulate syllabus and lesson outcomes?</p> <p>Continue to develop an understanding of developing lessons- syllabus content including the Frames and Conceptual Framework.</p> <p>Developing and sequencing activities in artmaking</p> <p><i>National Priority Area Elaborations- A8, D1, D3, D10, E9, F3</i></p>	<p>Assessment 1 - review of requirements</p> <p><b>Assessment 3 given out</b></p> <p>What is Microteaching and how will it help my development as a teacher?</p> <p>2 examples of micro teaching</p> <p>Student activity developing plans for microteaching</p> <p><b>Microteaching groups allocated</b></p>
<p>4 20 March</p>	<p><b>Practice in artmaking, art criticism, art history.</b></p> <p>How can I structure lessons that allow students opportunities to explore the conventions, strategies and procedures of <b>practice</b>?</p> <p>How do I structure lessons that encourage students in Stage 5 to undertake more sustained and autonomous investigations of practice?</p> <p>How can students apply an understanding of the nature of an artist’s practice to their own knowledge, skills and understanding of their own practice?</p> <p><i>National Priority Area Elaborations- B1, B4, C12, D11, D19</i></p>	<p><b>Assessment task 1 draft due - Peer feedback</b></p> <p>Integrating literacy and numeracy in the Visual Arts classroom. Ways to integrate literacy and numeracy strategies in Assignment 1.</p> <p>Awareness of cross-curriculum content :</p> <ul style="list-style-type: none"> <li>● ICT</li> <li>● Aboriginal &amp; Indigenous histories and cultures</li> </ul> <p>Key competencies</p> <ul style="list-style-type: none"> <li>● Gender</li> <li>● Literacy &amp; numeracy</li> <li>● DEC policies</li> <li>● EAL/D learners</li> </ul> <p>Exploring sustained drawing and computer-based technologies.</p> <p>The role of the Visual Arts Diary.</p> <p>Student activity - Sharing ideas for assessment 1 and 3.</p>

<p>5 March</p>	<p><b>Strategies for engaging students in learning</b></p> <p>What is questioning? Why is it a key factor in teaching? How can I use questioning and explanation to increase student engagement and understanding in my art classroom? How can I best deliver instructions and structure effective demonstrations to increase student learning?</p> <p>What are the quality teaching and school excellence frameworks and what are the implications for teaching and learning?</p> <p>The concept of practice as intentional activity</p> <p><i>National Priority Area Elaborations- B1, B4, D10, D11, F3</i></p>	<p><b>Draft of Assessment 3 due for GROUP 1 to tutor via moodle</b></p> <p>Using ICT to locate and engage with art making, art historical and art critical practice.</p> <p>Pedagogical approaches to classroom management. Exploring the relationship between content structure, activity design, assessment and classroom management in the visual arts.</p> <p>What preventative classroom management strategies might I employ in a Visual Arts classroom?</p> <p>Safe working practices.</p>
<p>6 3 April</p>	<p><b>Assessing student learning in the Visual Arts</b></p> <p>What are the BOSTES principles of assessment and where can I locate resources and support when assessing <i>for</i> learning?</p> <p>What is outcomes-based assessment and assessment <i>for</i> learning?</p> <p>How can I use formative and summative strategies to assess student achievement?</p> <p>How do I design &amp; plan assessment tasks and guidelines and marking rubrics? Numeracy, Weightings, ICT</p> <p>How do I take into account students with special needs, EAL/D students and culturally inclusive practices when planning assessment for learning?</p> <p>Awareness of culturally inclusive practices in relation to classroom teaching and assessment.</p> <p><i>National Priority Area Elaborations- A5, C6, E7, E9, F3</i></p>	<p><b>Assessment task 1 upload by 5pm to Turnitin</b></p> <p><b>Draft of Assessment 3 due for GROUP 2 to tutor via moodle</b></p> <p><b>Draft for Assessment 3 returned GROUP 1</b></p> <p>Range of strategies considered for teaching and assessing visual arts practices.</p> <p>Student activity - Assess these assessment tasks!</p>
<p>7 10 April</p>	<p><b>Visual Arts Education in Australia</b></p> <p>What are the theoretical assumptions underlying curriculum change policy and imperatives in contemporary and historical contexts?</p> <p>What are some of the tensions and challenges between state and national educational policy in Arts Education with a particular focus on Visual Arts?</p>	<p><b>Assessment 3- Microteaching GROUP 1</b></p> <p><b>Draft of Assessment 3 due for GROUP 3 to mentor via moodle</b></p> <p><b>Draft for Assessment 3 returned GROUP 2</b></p>



	<p>What are the differences and similarities between Visual Arts education in NSW and the values and content prescribed in the Australian Curriculum for the arts?</p> <p>The Australian Curriculum: The Arts</p> <p><i>National Priority Area Elaborations- C12, E9, A5</i></p>	
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**Mid-semester break**

<p>8 24 April</p>	<p><b>Strategies for differentiating curriculum to meet the diverse needs of learners in the Visual Arts classroom</b></p> <p>How can I plan for students with special learning needs?</p> <p>The classroom as a learning community. How can I effectively use collaboration and group work in the art classroom?</p> <p>How do I handle assumptions about creativity, giftedness and talent, and also allow for curriculum differentiation?</p> <p>What is a situational analysis and how might this be useful to curriculum design and content selection?</p> <p>Assessment 2</p> <p><i>National Priority Area Elaborations- B1, B4</i></p>	<p><b>Assessment 2 given out.</b></p> <p><b>Assessment 1 returned</b></p> <p><b>Assessment 3- Microteaching GROUP 2</b></p> <p><b>Draft for Assessment 3 returned GROUP 3</b></p>
<p>9 1 May</p>	<p><b>Framing Pedagogy</b></p> <p>The values we teach – How do the frames afford teachers different roles when engaging students in learning?</p> <p>What is the role and value of Visual Arts in the broader school curriculum?</p> <p>What is the relationship between Visual Arts content and practices and cross curriculum perspectives with emphasis on Aboriginal perspectives?</p> <p>How do I best prepare for my Professional Experience?</p> <p><i>National Priority Area Elaborations- B1, B</i></p>	<p><b>Assessment 3- Microteaching GROUP 3</b></p>

10 8 May	<p><b>Real World connections</b></p> <p>Teaching Visual Arts at the only Visual Arts of Design high school in NSW.</p> <p>Extending the curriculum:- Visiting artists' studios Street Art club Art month Neo classes 'real world' exhibiting opportunities for students- Zine fair Project based learning</p> <p>What are the benefits of connecting your class/school to the intuitions of the artworld and how can you do this?</p> <p><i>National Priority Area Elaborations- E7, E8,B5,</i></p>	<p><b>Microteaching feedback ALL GROUPS</b></p> <p><b>Assessment 2 due</b></p> <p>Overview of Microteaching experiences</p> <p>(this time can also be used for any microteaching catch up/ redo sessions)</p> <p>Each student will present information about a 'local' art world resource that they consider would provide opportunities for real world connections for students.</p>
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**Professional Experience  
Assessment 2 FEEDBACK.**

11 19 June	<p><b>Philosophical, psychological and educational bases of Visual arts curriculum</b></p> <p>The study of visual arts as a discipline, including recent theory and practice focussing on conceptual development, domain specificity, practical and critical reasoning and theoretical frameworks</p> <p>Advocacy and Visual Arts</p> <p>Review of course</p> <p><i>National Priority Area Elaborations- B1, B4, C12,</i></p>	<p>Reflections on Professional Experience:</p> <p>Highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources.</p> <p>CATEI reminder</p>
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**7. ASSESSMENT**

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Assessment 1 Planning and Teaching	2 000 words (equivalent)	50%	1-5	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3	A5, A8, B1, B4, C2, C6, C12, D1, D3, D10, D11, D19, E7, E8, F3	<b>Week 6</b>
Assessment 2 Nominating learning outcomes and applying Assessment Strategies	2 000 words	50%	1-5	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	A5, A8, B1, B4, C2, C6, C12, D1, D3, D10, D11, D19, E7, E8	<b>Week 10</b>

Assessment 3	10 minutes	S/U	3, 4, 6	2.2, 2.3, 3.3, 4.1, 6.3	D	Weeks 7 to 9
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**Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

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. Student no longer need to use a cover sheet. 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.

### **Assessment 1 – Planning and Teaching**

*Using the example of a school program term outline as a starting point, plan a sequence of three lessons for a year 8 class (Stage 4 mandatory course). PART of one of the lessons will be taught in the microteaching workshops. Two of the lessons must have an artmaking focus.*

**Date Given:**                **Week 2- Monday Tutorial 6/3/17**

**Date draft due** (formative assessment):

**Week 4- Monday Tutorial 20/3/17**

**bring a draft**

**Date due** (summative assessment):

**Week 6- Monday 3/4/17**

**(by midnight via Turnitin)**

- Write a rationale or explanation of your approach to the lesson plans. In designing your lesson sequence consider why you designed the lessons in the way you did, and why you chose particular teaching strategies? Asking yourself this may help you focus on selecting the best strategies rather than the most familiar. Consider also the context in which the lesson will be delivered – the assumed knowledge of the students. (500 words)
- Use the lesson plan templates referred to in class and available on Moodle to outline your three lessons. Each lesson outline should be no more than two pages in length (6 pages in total and 2000 words).
- With reference to the topic “Environment and Identity” provide a brief overview which will include the conceptual focus for the planned unit and provide planned outcome/s for artmaking and critical and historical studies. Please use the Template for Unit Overview Assessment 1 on Moodle (included in 2000 words).
- Use the lesson plan template on Moodle for your three sequenced lessons. One for each lesson. Two lessons must be substantially artmaking.
- Incorporate a variety of activities in your sequence of lessons.
- Plan to include specific cross-curriculum content in your lessons, ATSI content and allow for at least one form of ICT in the lesson sequence to enhance student learning.
- Include an appendix of appropriate resources such as worksheets and source materials (articles and images etc) and a list of references that outlines all articles, reviews, texts used in preparation for the lesson sequence.

**School program term outline**

<b>TOPIC: IDENTITY AND ENVIRONMENT</b>	
Form: 2D/4D explorations	
Syllabus Content- The topic is 'identity and environment' as identified in the cultural frame. 7-10 Syllabus, Visual Arts, BoS, 2003 NSW, p25	
Frames: Cultural  Subjective	Conceptual Framework: World <ul style="list-style-type: none"> <li>• Society as a source of ideas for artworks. (Artwork- World)</li> <li>• The role of artists as social commentators who make works that represent shared experiences and values. (Artist- World)</li> <li>• Audiences as consumers of artworks that represent issues of identity and place. (Audience –artwork)</li> </ul>
In your sequence of lessons identify at least two and no more than four artists (one of which should be Indigenous)	
Unit length:	8 weeks

**Template for Unit Overview Assessment 1 (attach to Assessment 1 along with your rationale**

<b>TOPIC: IDENTITY &amp; ENVIRONMENT</b>
<b>UNIT LENGTH: 8 WEEKS</b>
<b>Form: (2D, 4D Provide details please)</b>
<b>Write a brief overview of the unit here. Refer to examples shown in class.</b> Consider: The conceptual focus for the planned unit. What do students investigate/ explore? How are the Frames and conceptual framework used to facilitate an understanding of art making practice? What do they create in practical lessons? What do they investigate in critical and historical lessons?
<b>Conceptual Framework:</b> World <ul style="list-style-type: none"> <li>• Society as a source of ideas for artworks. (Artwork- World)</li> <li>• The role of artists as social commentators who make works that represent shared experiences and values. (Artist- World)</li> <li>• Audiences as consumers of artworks that represent issues of identity and place. (Audience – artwork)</li> </ul>
<b>Identify the artworks you will be investigating in this unit</b>
<b>Outcomes assessed (please adapt these to the specific task):</b>
<b>Assessment Tasks</b> You do not need to fill this out but it may be helpful to consider what will be assessed.
<b>Assessment Task 1: N/A</b>
<b>Assessment Task 2: N/A</b>

## Assessment 2 – Assessment and Learning: Designing effective assessment tasks.

Design two Stage 5 (Year 9 or 10) Visual Art assessment tasks (one artmaking, one critical/historical) that assess students understanding of practice in Visual Arts. One of these should be a formative task (occurring during the unit) and the other a summative task for formative purposes (taking place at the end of the unit of work). These tasks should be designed to suit students at the school you are visiting for your professional experience at the end of the semester.

To provide a focus for the intentions and purpose of the tasks you will be need to acknowledge that the assessment tasks are situated within a particular curriculum scenario. This scenario entails students working in a 6 week unit of work on contemporary art making practice that commences with a class visit to the MCA to engage with to investigate the concept of practice in the Visual Arts, and focusing on works from the permanent collection.

- Provide a brief description of the school (refer to our lecture on writing a situational analysis), you can access a range of resources from the school to outline the learning environment. You might consider using My School website and other sources (300 words).
- Using the **Template for Unit Overview**, provide a brief overview of the six week unit and note the stage (week) at which each assessment task takes place. Identify two focus works studied as part of the unit (from the MCA permanent collection), the forms explored in art making lessons, and also the two agencies of the Conceptual Framework that have been used to structure the investigation of contemporary practice. (300 words)
- With reference to the particular setting, select appropriate syllabus outcomes and adapt these to reflect the student learning each task addresses. Include a short statement which details the purpose of the tasks, how and why they are formative or summative in design, why they are weighted as they are, and how they test students' knowledge of practice
- Plan in some detail one assessment activity for art making and one assessment activity for critical and historical studies with reference to the standards. You will need to design the specific assessment task and also create the marking rubric for each task. Write the assessment notification and the marking rubric *as if they were to be given to students* in the class. Assessment tasks and marking rubrics must not be more than 3 pages each including images.
- Include a bibliography that outlines all articles, reviews, texts used in preparation for developing the assessment tasks and marking rubrics. Make sure you correctly annotate any images used on student handouts.

**Template for Unit Overview Assessment 2 (attach to Assessment 2 along with your rationale)**

<b>TOPIC: CONTEMPORARY ART MAKING PRACTICE</b>
<b>UNIT LENGTH: 6 WEEKS</b>
<b>Form: (2D, 3D, 4D? Provide details please)</b>
<p><b>Write a brief overview of the unit here. Refer to examples shown in class.</b>          Consider: What do students investigate/ explore? How are the Frames and conceptual framework used to facilitate an understanding of contemporary art making practice? What do they create in practical lessons? What do they investigate in critical and historical lessons?</p>
<b>Conceptual Framework:</b> (identify two agencies of the artworld)
<p><b>Identify the two focus art works from the MCA permanent collection:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<b>Outcomes assessed (please adapt these to the specific task):</b>
<p><b>Assessment Tasks</b> (Identify the title of the task and the week in which the assessment task will fall, assuming that the first lesson is week 1 and the last lesson at the end of week 6, also identify if it is a summative or formative assessment task, and the weighting)</p> <p>Example  <i>Assessment Task 1: Visual Art Diary Task- Still Life, Art Making, Due Week 3, Formative assessment, 10%</i>  <i>This is a summative task that occurs in the middle of the unit. The task assesses three still life studies in the student art diary and their reflections on their practice as they resolve plans for their final painting. This task provides students with vital feedback on the development of their ideas and their progress before their formative assessment task.</i></p>
<b>Assessment Task 1:</b>
<b>Assessment Task 2:</b>

## HURDLE REQUIREMENT

### Assessment 3 – MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed lesson plan (extracted from one of your lessons for Assessment 1) using the SED prescribed template, and including a statement of expected learning outcomes. Your mini-lesson should involve an active teaching strategy whether you are presenting an artmaking or art theory focus. Your lesson plan should also reflect ATSI, literacy and numeracy content.
2. A 10 minute mini-lesson.

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE:** If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.



Name:		zID:		Date:	
Details					
Method		Topic/level			
<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)</li> <li>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</li> <li>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>					
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</li> <li>Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</li> <li>Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>					
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>Were activities well organised and direction clear? (4.2.2)</li> <li>Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</li> </ul>					

**Comments:**

**Lecturer:**

**Date:**

**Satisfactory /Unsatisfactory (circle)**

UNSW SCHOOL OF EDUCATION  
ASSESSMENT TASK 1 FEEDBACK SHEET  
EDST6775 VISUAL ARTS METHOD 1

Student Name:

Student No.:

CRITERIA	(-) ————— (+)				
<b>Understanding the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clarity of the learning goals (lesson intentions) and syllabus outcomes chosen for the lesson sequence.</li> <li>• Understanding of the task and choice of theoretical frameworks</li> <li>• Apply understandings of theoretical frameworks to potential pedagogical choices</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Applications to pedagogical approaches are appropriate and well-reasoned</li> <li>• Relevant examples are chosen.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response.</b> <ul style="list-style-type: none"> <li>• Range of references – in addition to course readings- to support response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Sequenced logical reasoning for and of choices</li> <li>• Clarity and cohesion or organisation, including use of section headings and subheadings to enhance readability</li> <li>• Classroom management, differentiation, literacy, ICT, choice of resources included and relevant.</li> </ul>					
<b>Presentation of assessment content according to appropriate academic and linguistic conventions.</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and as appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer Dr Jane Naylor

Date 7/3/17

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.

UNSW SCHOOL OF EDUCATION  
ASSESSMENT TASK 2 FEEDBACK SHEET  
EDST6775 VISUAL ARTS METHOD 1

Student Name:

Student No.:

CRITERIA	(-) ————— (+)				
Understanding of assessment for learning and of formative and summative assessment practices appropriate to Stage 5. <ul style="list-style-type: none"> <li>• Clarity of the assessment schedule.</li> <li>• Understanding of the task and choice of theoretical frameworks</li> <li>• Apply understandings of theoretical frameworks to assessment choices</li> </ul>					
Depth of analysis and/or critique in response to the task, including the rationale, assessment tasks and marking rubrics. <ul style="list-style-type: none"> <li>• Applications to assessment approaches are appropriate and well-reasoned</li> <li>• Relevant examples are chosen.</li> </ul>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• Range of references – in addition to course readings- to support response</li> </ul>					
Structure and organisation of response <ul style="list-style-type: none"> <li>• Sequenced logical reasoning for and of choices</li> <li>• Clarity and cohesion or organisation, including use of section headings and subheadings to enhance readability</li> <li>• Classroom management, differentiation, literacy, ICT, choice of resources included and relevant.</li> </ul>					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• Clarity, consistency and as appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling punctuation and word length</li> </ul>					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer Dr Jane Naylor

Date 7/3/17

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.

*Submission of Assessment Tasks*

**Electronic copies of an assessment task are to be submitted by 5pm on the due date to the allocated Turnitin Submission Box online via Moodle.**

*Return of Assessment Tasks*

Assessment Feedback is returned electronically and the class will be emailed when the feedback is ready to view via Turnitin

## RESOURCES

Required Readings: For the timetable of required readings please see the weekly reading list on the Moodle site.

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound.

Board of Studies NSW. (2003). *Visual Arts Years 7-10 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2004). *Visual Arts Years 7-10 Syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2005). *Photography, Video and Digital Imaging Stage 6 CEC*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2009). *Visual Arts Syllabus Stage 6*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW Assessment & Reporting Stage 6

Board of Studies, NSW. (2000). *Visual Design Stage 6 CEC* Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2003). *Photographic and Digital Media Years 7-10 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). *Shape of the Australian Curriculum: The Arts*. Sydney, NSW, Australia: ACARA.

ACARA 2013 publication on Australian Curriculum

### **Professional Associations for Visual Art Educators:**

VADEA NSW, *Visual Art and Design Educators Association of NSW*: [www.vadea.org.au](http://www.vadea.org.au)

This not for profit organisation is the peak professional association for Visual Art, Design and Photographic and Digital media educators in the primary, secondary and tertiary sectors. Student membership rates available.

Each state has their own art education association.

Not for profit national professional association that supports and promotes art education at all levels as an integral part of general education and art education research within Australia.