School of Education

UNSW Arts, Design and Architecture

EDST6778

Extension Visual Arts Method 2

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Melanie Taylor	melanie.l.taylor@unsw.edu.au	By Appointment		

BvStne

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

efp fp ^ ev_ofa `lropb, Gq fp ^s^fi^_ib qI _lqe rkabodo^ar^qb ^ka mlpqdo^ar^qb pqrabkqp, eb `lropb `lkqbkq* abifsbov ^ka ^ppbpp j bkq tfii _b fabkqf`^i clo _lqe dolrmp lc pqrabkqp,

This course is an extension 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. Content knowledge will be integrated with 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.

Course Learning Outcomes

1. Develop and articulate a philosophy of education
2. Understand the syllabus requirements for visual arts education in senior levels of high school
3. Establish links with other members of the visual arts education community through professional associations
4. Advocate for visual arts education
5. Understand the scope and limitations of the quality of visual arts education in Australia with a focus on National Reviews of School Visual Arts Education
6. Critically evaluate and implement a variety of forms of assessment of student learning in visual arts tasks appropriate for the HSC
7. Understand the role of parents in a quality visual arts education and communicate effective learning goals and strategies with parents
8. Reflect on pre-service teacher education in preparation for the final Professional Experience

Australian Professional Standards for Teachers

Standard		Assessment/s
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	2
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
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.4.1	Demonstrate broad knowledge of, understanding of, and	*

	respect for, Aboriginal and Torres Strait Islander histories, cultures, and languages	
2.5.1		

2.5.1 respect for, Aboriginal and Torres Strait Islander histories,

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Written Response	40%	05/08/2022 05:00 PM	1, 3, 7, 8
2. Advocacy Statement	60%	26/08/2022 05:00 PM	1, 2, 3, 4, 5, 6, 7, 8

Assessment 1: Written Response

Due date: 05/08/2022 05:00 PM

All students will receive the feedback report/assessment rubric with detailed comments.

Additional details

Essay – understanding and evaluating assessment of practice (2000 words).

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,

Assessment 2: Advocacy Statement

Due date: 26/08/2022 05:00 PM

All students will receive the feedback report/assessment rubric with detailed comments.

Additional details

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.

Scenario:

Ḫ^cf fp fk vl ro F A Sfpr^i ?oqp `i^pp, Vl r q^rdeq ef j fk Vo //* el t bsbo eb afa klq al Sfpr^i ?oqp fk q^db 3* t ef`e j b^kp eb e^p klq bumbofbk`ba ^ pfdkfcf`^kq o^kdb lc ?oq j ^hfkd ^mmol^`ebp ^ka ?oq Aofqf`fp j ^ka ?oq Ffpqlov hkl t ibadb rkabopq^kafkd ^ka phfiip, Gk Vo // Ḫ^cf pqorddiba ql absbilm `lk`bmqr^i j b^kfkd ^ka fab^p fk efp mo^`qf`b, Fb e^p pel t k kl m^oqf`ri^o fkqbobpq lo al j fk^kq pqobkdqe fk ^kv lkb bumobppfsb clo j lsbo ^klqebo, Fl t bsbo* e^p pl j b pr``bpp ^ka bumbofbk`b fk K^kd^ ao^ t fkd, Ḫ^cf fp pq^oqfkd ql ilpb cl`rp fk qeb j faaib lc bo j 2 Vo /0 &cfopq qbo j lc Vo /0', Fb e^p*

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

Assessment Task 1: Written Response

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					

Specific Criteria	(-)——————————>(+)
General comments/recommendations for next time:	

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

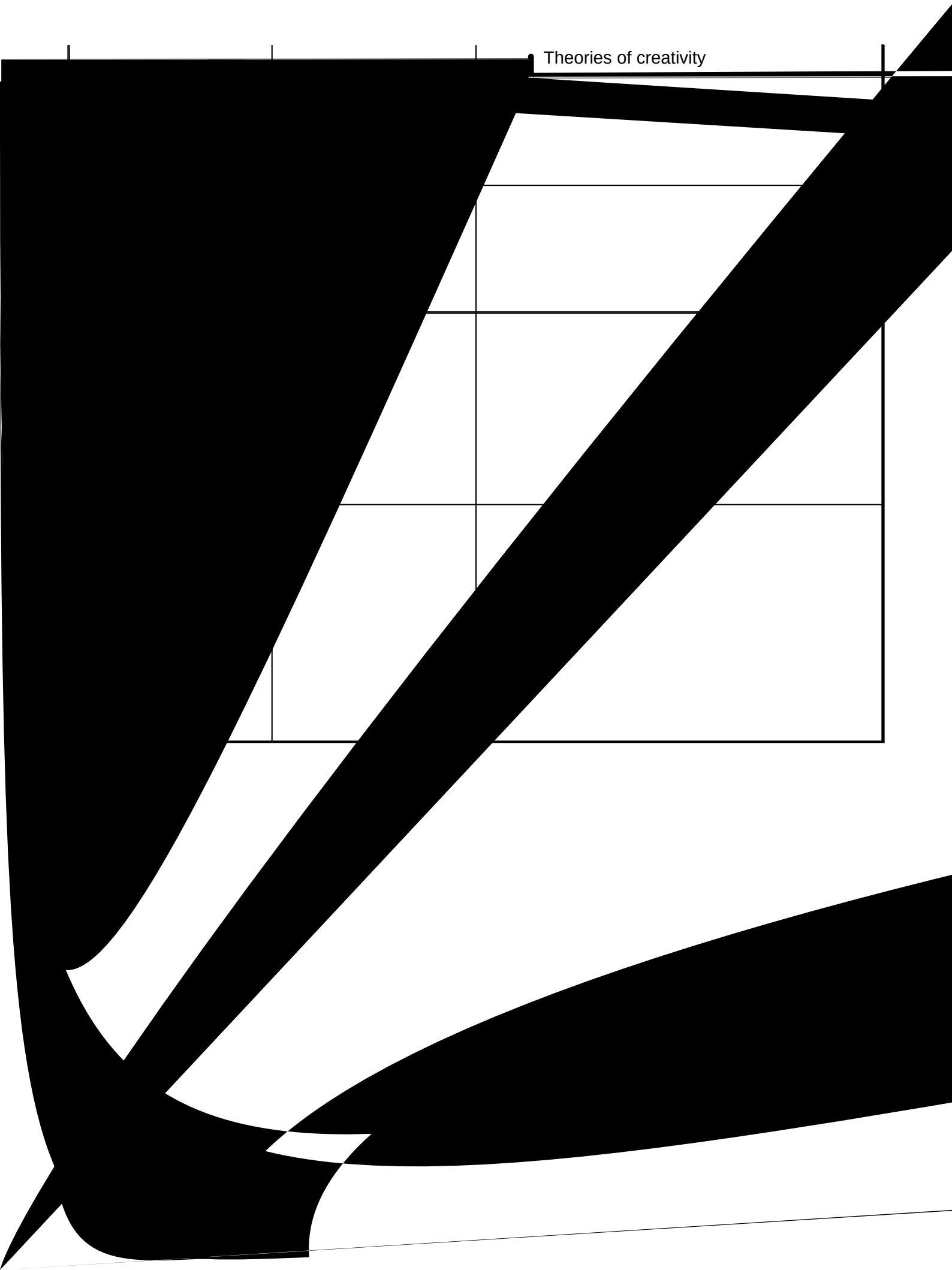
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative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

Demonstrates understanding of how to support students to

[redacted] 8242.811637 648551688479 6499685 688.966884 13c889685

Specific Criteria	(-)——————————>(+)
General comments/recommendations for next time:	

Recommended: کی کی کی کی



Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying