

School of Education

EDST6775
Visual Arts Method 1

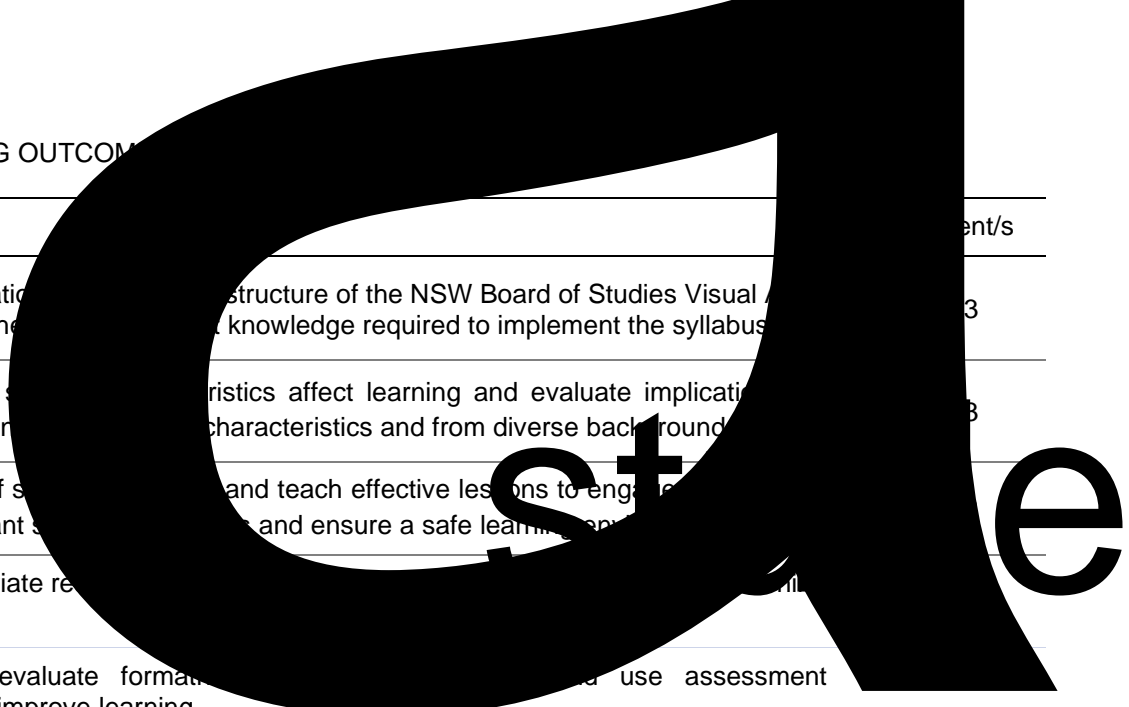
Term 1, 2020

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8. ASSESSMENT	

STUDENT LEARNING OUTCOMES

Outcome		Unit/s
1	Identify foundational knowledge and skills, structure of the NSW Board of Studies Visual Arts Syllabus and the knowledge required to implement the syllabus	3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with diverse characteristics and from diverse backgrounds	3
3	Use a range of strategies and teach effective lessons to engage students and address relevant content and ensure a safe learning environment	3
4	Select appropriate resources and opportunities	3
5	Design and evaluate formative assessment and use assessment information to improve learning	3



3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 3
3.3.1	Include a range of teaching strategies.	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In addition to developing their

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	Introduction to the course and overview of Visual Arts curriculum in NSW.	Engaging with Visual Arts Syllabus and documentation Introduction to Assessment task 1.
2	Understanding how students learn in the Visual Arts	Relationship between student learning and the Syllabus
3	Engaging with Visual Arts Course Content: The Conceptual Framework	Using the Course Content to design lessons and programs: Conceptual Framework Microteaching groups allocated
4	Engaging with Visual Arts Content: Practice	

7. 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.

Access via the New South Wales Education Standards Authority (NESA) website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

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

- Thomas, Kerry. (2017). Creative performances and gifted education: Studies from art education. *Australasian Journal of Gifted Education*, 26(2), 5–15. <https://doi.org/10.21505/ajge.2017.0012>
- Thomas, K. (2010). What is the Relationship between Social Tact in Teacher–Pupil Exchanges and Creativity? Reconceptualising Functional Causes of Creativity in Artmaking. *International Journal of Art & Design Education*, 29(2), 134–142. <https://doi.org/10.1080/14493959.2010.506666>

Assessment 2: Unit of Work

(3,500 words, weighting 60%)

DUE: Tuesday 5th May 2020

Prepare an **outline for a unit** of work for a Stage 5 class. The unit of work should cover the first FIVE lessons; however, you are not preparing full lesson plans.

Create a UNIT of WORK which is situated within larger unit of work. Choose a way

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

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EDST6775 VISUAL ARTS METHOD 1

Student Name:
Assessment Task 1

Student No.:

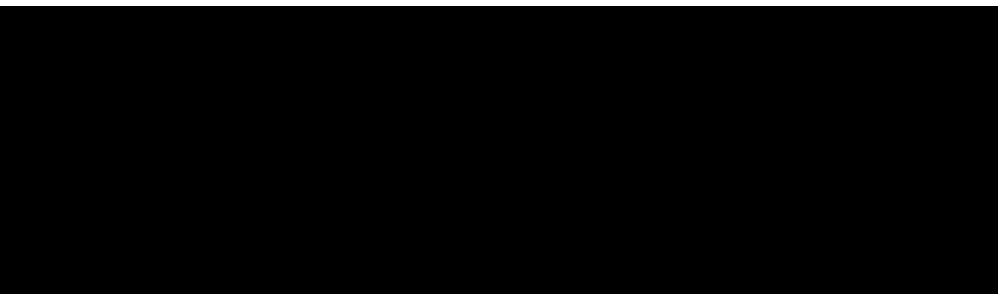
CRITERIA	(-)	<input type="checkbox"/> (+)
Understanding of lesson		

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EDST6775 VISUAL ARTS METHOD 1

Student Name:
Assessment Task 2

Student No.:

CRITERIA	(-)				(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">- Understanding of assessment for learning and of formative and summative assessment practices appropriate to Stage 5.- Clarity of the assessment for learning activities from the formative to summative- Assessment choices demonstrate an understanding of a broader theoretical framework					



Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:
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Details

Method	Topic/level	
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Standards Comments

A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)

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)

Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)

Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)

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)

Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)

- Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)

B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)

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)

Were instructions, explanations and questioning techniques effective? (3.3.1)

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)

Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)

C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)

Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)

Were activities well organised and direction clear? (4.2.2)

Was respect and appreciation of others demonstrated through active