



**UNSW**  
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University



## **EDST6776**

Visual Arts Method 2

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Enza Doran	v.doran@unsw.edu.au			

#### Tutors

Name	Email	Availability	Location	Phone
Gemma Baldwin	gemma.baldwin@unsw.edu.au			

### School Contact Information

School of Education  
Arts and Social Sciences  
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

**W:** education.arts.unsw.edu.au

### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Workload

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

### Summary of the Course

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

Subject Area: *Education*

In this course, you will learn how to teach Visual Arts at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

### At the conclusion of this course the student will be able to

1. Identify essential elements of the NESA Visual Arts Syllabus, and strategies to support students as they transition between stages
2. Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3. Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Visual Arts
4. Provide clear directions to organise and support prepared activities and use resources
5. Assess and report on student learning in Visual Arts to all key stakeholders
6. Identify the characteristics of an effective Visual Arts teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

### 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.
- Structured occasions for reflection on learning to allow students to reflect critically on and

improve teaching practice.

- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## Australian Professional Graduate Teaching Standards

Standard	Description
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, 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.
2.2.1	Organise content into an effective learning and teaching sequence.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
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.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
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
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

## National Priority Area Elaborations

Priority Areas	Elaborations
<b>A</b> - Aboriginal and Torres Strait Islander Education	5,8
<b>B</b> - Classroom Management	
<b>C</b> - Information and Communication Technologies	4,5,8,12
<b>D</b> - Literacy and Numeracy	1,4,7,8,10,11,12,15,19
<b>E</b> - Students with Special Education Needs	2,7
<b>F</b> - Teaching Students from Non-English Speaking Backgrounds	5,7,9

## Assessment

### Hurdle requirement

#### In class Assessment, Feedback and Reporting

**Due Date:** Week 6 - Day & time via Moodle

#### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Scope and sequence	40	2,3,4,5	1.3.1,1.5.1,2.1.1,2.2.1,2.3.1,2.5.1,3.2.1,5.3.1,6.3.1	D: 1,4,7,8,11,19 E: 7 F: 9	21/08/2018 05:00 PM
Unit of work	60	1,3,4,6	1.3.1,1.5.1,2.1.1,2.2.1,2.3.1,2.5.1,2.6.1,3.2.1,5.1.1,5.4.1	A: 5,8 C: 4,5,8,12 D: 4,8,10,11,12,15 E: 2 F: 5,7,9	10/08/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

#### Assessment Details

##### Assessment 1: Scope and sequence

**Start date:**

**Details:** Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. Prepare an assessment task that directly links to the teaching and learning intentions for the term's work. Indicative length: 2000 words. A feedback sheet will be provided.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

##### Assessment 2: Unit of work

**Start date:** Not Applicable

**Details:** Using the scope and sequence prepared for Assessment 1 and the feedback received, prepare a unit of work for Stage 6 which covers approximately half the term. Indicative length: 3000 words. A feedback sheet will be provided.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST6776

### Assessment Task: Scope and sequence

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Comprehensive understanding of the content of the Stage 6 Visual Art syllabus</li> <li>• Assessment task, rubric and exemplar demonstrate engaging and stage appropriate content</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Evidence of genuine understanding of Practice, the Conceptual Framework and the Frames in artmaking, art history and art criticism and how to use these content areas to develop knowledge, skills and understanding.</li> <li>• Sequencing of investigations and assessment activities leads to students gaining an increasingly more autonomous understanding of practice in the Visual Arts</li> <li>• Utilises and applies appropriate Visual Arts syllabus language</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of research and theory and is supported by variety of appropriate references</li> <li>• Scope and Sequence and assessment task demonstrates a range of sources beyond the obvious and formulaic</li> <li>• Reflects ideas and materials provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• Sequenced, relevant and logical reasoning of teaching and learning activities that are, age/stage appropriate; show an appropriate choice of topic, outcomes and classroom management action; utilise appropriate and relevant differentiation, literacy/numeracy and ICT; and choice of resources</li> </ul>					



Specific Criteria	(-)—————>(+)				
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Lecturer**

**Recommended: /20 (FL PS CR DN HD)**

**weighting : 20%**

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

## EDST6776

### Assessment Task: Unit of work

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning choices demonstrate an understanding of a broader theoretical framework</li> <li>• Understanding and application of Stage 6 Preliminary Course Visual Arts syllabus content and course requirements Reasoned selection of content choices, structure and scope of the assessment task and marking criteria</li> <li>• Evidence of ICT, numeracy and literacy strategies and resources</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the relationships between Visual Arts content, outcomes and course requirements for stage 6</li> <li>• Summative and formative assessment approaches and activities are appropriate and well-reasoned</li> <li>• Knowledge of Visual Arts course content supported by relevant examples of critical and/or historical practice detailed in the unit outline and rationale</li> <li>• Coherent and appropriate choices of specific Visual Art examples, forms and practices to assess learning that is engaging, authentic and appropriate</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Reflects ideas and materials provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes</li> <li>• Use of quality resources to support argument including syllabus documents and scholarly literature</li> <li>• Resources list reflects a significant understanding of the content area selected for the unit of work and assessment tasks</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• Sequenced and logical reasoning of teaching and learning choices</li> <li>• Clarity and cohesion in organisation of tasks/activities</li> <li>• Consideration of formative and summative assessment, differentiation, literacy, ICT, choice of materials and resources included and relevant</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Lecturer**

**Recommended: /20 (FL PS CR DN HD)**

**weighting : 20%**

NB: this ticks in the various boxes and 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

Students are expected to put their names and student numbers on every page of their assignments.

## 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](mailto: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 must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:  
<https://student.unsw.edu.au/special-consideration>

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 2: 30 July - 5 August	Lecture	<p><b>Introduction to the Stage 6 Visual Arts Syllabus</b></p> <ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Overview of the curriculum, assessment and examination framework in NSW</li> <li>• Structure and content of Preliminary course and HSC course</li> <li>• NESA requirements</li> <li>• Other Syllabuses in Visual Arts               <ul style="list-style-type: none"> <li>◦ Photography, Video and Digital Imaging (Stage 5 &amp; 6)</li> <li>◦ Visual Design (Stage 5 &amp; 6)</li> <li>◦ Ceramics (Stage 6)</li> <li>◦ Life Skills Curriculum</li> <li>◦ Support Documents</li> </ul> </li> </ul>
	Tutorial	<p><b>Designing Year 11 Visual Arts Scope and Sequence</b></p> <ul style="list-style-type: none"> <li>• Introduction Assessment 1 and Hurdle Requirement</li> <li>• Continuum of learning: Planning the scope and sequence of learning from Stage 4 to Stage 6</li> <li>• Scope and sequence design</li> </ul> <p>A2, A5, A6, A8, B1, B2, C3, C5, C11, D1 D3, D9, E2, E7, F1 F4</p>
Week 3: 6 August - 12 August	Lecture	<p><b>Introduction to Artmaking and Art History and Art Criticism in Stage 6</b></p> <ul style="list-style-type: none"> <li>• Conventions of artmaking practice in a range of 2D, 3D and 4D art forms</li> <li>• Scaffolding the artmaking process</li> <li>• The purpose, role and production of a Visual Arts Diary and its relationship to assessment</li> <li>• The relationship of curriculum and assessment for learning in artmaking practices</li> </ul> <p>B.4, C.2, C.3, C.4, C.6, D.1, D.3,</p>



	Tutorial	<p><b>Designing Artmaking and Art History and Art Criticism in Stage 6</b></p> <ul style="list-style-type: none"> <li>• Designing an artmaking assessment task for the Year 11 course</li> <li>• The art diary as a site for assessment for learning.</li> <li>• Examples of Stage 6 assessment task both formative and summative</li> </ul> <p>A8, B4, C4, C9, C11, D3, D11, D12, D18, E2, E3, E4, E8, F7, F9,</p>
Week 4: 13 August - 19 August	Lecture	<p><b>Issues in Artmaking and Art History and Art Criticism in Stage 6</b></p> <ul style="list-style-type: none"> <li>• Conventions of practice in art criticism and art history</li> <li>• The relationship of Critical and Historical Studies to artmaking</li> <li>• The relationship of curriculum and assessment for learning in Art Critical and Art Historical practices</li> </ul>
	Tutorial	<p><b>Issues in Artmaking and Art History and Art Criticism in Stage 6</b></p> <ul style="list-style-type: none"> <li>• Round table for assessment task 1</li> </ul> <p>A8, B4, C4, C9, C11, D3, D11, D12, D18, E2, E3, E4, E8, F7, F9</p>
Week 5: 20 August - 26 August	Lecture	<p><b>The Continuum of Learning: Understanding growth from year 11 to year 12</b></p> <ul style="list-style-type: none"> <li>• Understanding HSC examination requirements</li> <li>• Developing a body of work</li> <li>• Developing case studies</li> <li>• Programming</li> <li>• Selecting appropriate content</li> </ul>
	Tutorial	<p><b>The Continuum of Learning: Understanding growth from year 11 to year 12</b></p> <ul style="list-style-type: none"> <li>• Introduction Assessment task 2</li> <li>• Programming a unit of work <ul style="list-style-type: none"> <li>◦ HSC Case Studies</li> <li>◦ BOW</li> <li>◦ Assessment tasks</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>◦ HSC Exam writing</li> </ul> <p>Assessment task 1 DUE 21st August</p>
Week 6: 27 August - 2 September	Lecture	<p><b>The Body of Work</b></p> <ul style="list-style-type: none"> <li>• What is a body of work? What is the background for this approach?</li> <li>• In class assessment and the HSC examination- how do these forms of assessment work together?</li> <li>• What are the implications for teaching, learning and assessment?</li> <li>• Making judgements and awarding marks for artworks.</li> <li>• Scaffolding development of the Body of Work- what is the teacher's role?</li> <li>• Examples</li> </ul>
	Tutorial	<p><b>Understanding the Body of Work</b></p> <ul style="list-style-type: none"> <li>• HURDLE REQUIREMENT: Assessment, Feedback and Reporting</li> <li>• Different scenarios and BOW issues</li> <li>• Applying concepts &amp; material techniques to the production of works</li> </ul>
Week 7: 3 September - 9 September	Lecture	<p><b>Developing HSC Case Studies</b></p> <ul style="list-style-type: none"> <li>• Special Guest Lecturer: Dr Karen Maras</li> <li>• What is a Case Study and how do they connect to broader investigations in art critical/ historical and artmaking lessons?</li> <li>• Using the Frames, Conceptual Framework and Practice to build a case study</li> </ul>
	Tutorial	<p><b>Understanding HSC Case studies</b></p> <ul style="list-style-type: none"> <li>• HURDLE REQUIREMENT: Assessment, Feedback and Reporting</li> <li>• Selecting content and structuring HSC Case Studies. What are the formal requirements?</li> <li>• Group task: Designing a Case Study</li> <li>• Round table for assessment task 2</li> </ul> <p>ASSESSMENT TASK 2: DUE 10th September</p>

## Resources

### Prescribed 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

### Recommended Resources

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.

## **Course Evaluation and Development**

Method courses now have significant common elements: course learning outcomes, assessment tasks and marking rubrics. As a result work load and expectations are more aligned between method courses. Assessments are also now due within the same week. This assists with timely feedback and program planning. Additionally, a common on-line assessment module is scheduled for completion before participation in the Hurdle Requirement which takes place in the final tutorial.

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
- Lecturers are less compressed
- Inclusion of peer feedback session for assessment tasks

## **Image Credit**

Enza Doran 2018

## **CRICOS**

CRICOS Provider Code: 00098G