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		

School Contact Information

School of Education
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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

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.

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	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	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	1, 2
5.3.1	Make consistent and comparable judgements	1
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	*
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	*
7.2.1	Understand the relevant legislative, administrative, and organizational policies and processes required for teachers according to school stage	*
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers	*
7.4.1	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	*

* Covered during the course

National Priority Area Elaborations

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

* Covered during the course

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.

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, understanding and critical judgement acquired through experience and provides them with the possibility to establish intentions as artists
- Use relevant research including the syllabus and relevant NESA documents to support your reasoning

Summative assessment task (800 words):

- Design a Year 12 summative assessment task using the template provided on Moodle. This task requires students to demonstrate their understanding of practice in the development of their body of work.
- In addition to the body of work in progress, the assessment must also include the VAPD as a record of research, investigations into subject matter, development of technical skills and process, reflection and directions for further development and refinement.

It must include:

- Appropriate Stage 6 Artmaking outcomes from the syllabus
- Demonstrate consideration of school-based assessment schedule/timing (e.g. due date)
- Marks allocated for all components including total
- Identify assessment criteria (rubric) for each component of the task
- Design a marking criteria that reflects the parameters of the task. You must include a separate marking criteria for each component/part. Ensure marking range is appropriate and the criteria reflects relevant levels of achievement. Note: appropriate school-based marking guidelines should be developed. Use of external HSC marking guidelines is not appropriate.

The task should adhere to the requirements outlined in the NESA Assessment and Reporting in Visual Arts Stage 6 document for school-based assessment.

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:

Rafi is in your HSC Visual Arts class. You taught him in Yr 11, however he did not do Visual Arts in Stage 5, which means he has not experienced a significant range of Artmaking approaches and Art Criticism and Art History knowledge, understanding and skills. In Yr 11 Rafi struggled to develop conceptual meaning and ideas in his practice. He has shown no particular interest or dominant strength in any one expressive form over another. However, has some success and experience in Manga drawing. Rafi is starting to lose focus in the middle of Term 4 Yr 12 (first term of Yr 12). He has brainstormed many ideas about anime, manga and Japanese culture in his VAPD using the Cultural and Structural Frame. However, Rafi is struggling to develop his material and conceptual practice.

In your response consider the following:

- How would you structure the learning and teaching of artmaking, to support the development of Rafi's body of work?
- How would you engage the content areas (Practice, Frames, Conceptual Framework) to develop his role as an artist in the development of the body of work?
- How would you structure formative and summative assessment to facilitate and guide teaching and learning for this student, within the context of the class?

Note: You can change artforms to suit your own interests/strengths e.g., ceramics and sculpture.

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					
• 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					
Depth of analysis and critique in response to the task					
• Synthesises research to make and support choices in the development of effective assessment					
• Demonstrates understanding and use of key syllabus content and NESA Assessment Guidelines					

Specific Criteria	(-)————————————>(+)				
• Synthesises research to make and support choices in the development of effective assessment • Demonstrates understanding and use of key syllabus content and NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response • References and understands relevant research • Understands effective assessment practices • References and understands relevant research • Understands effective assessment practices					
Structure and organisation of response • Organises and structures assessment task and marking criteria in a coherent and effective manner • Follows NESA assessment guidelines • Organises and structures assessment task and marking criteria in a coherent and effective manner • Follows NESA assessment guidelines					
Presentation of response according to appropriate academic and linguistic conventions • References all sources appropriately • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation • References all sources appropriately • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation					

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.

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

Assessment Task 2: Advocacy Statement

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 in Visual Arts education • Demonstrates understanding of assessment strategies and pedagogical practice in Stage 6 Visual Arts • Demonstrates understanding of how to support students to develop their role as an artist in the development of the body of work • Understands the task and its relationship to relevant areas of theory, research and practice in Visual Arts education • Demonstrates understanding of assessment strategies and pedagogical practice in Stage 6 Visual Arts • Demonstrates understanding of how to support students to develop their role as an artist in the development of the body of work					
Depth of analysis and critique in response to the task • Synthesises research and articulates an understanding of strategies in assessment and pedagogy • Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Visual Arts • Synthesises research and articulates an understanding of strategies in assessment and pedagogy • Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Visual Arts					

Specific Criteria	(-)————————————>(+)				
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of research and theory and is supported by appropriate references • Addresses relevant assessment strategies and pedagogical practices to support students in the development of the body of work • Demonstrates understanding of research and theory and is supported by appropriate references • Addresses relevant assessment strategies and pedagogical practices to support students in the development of the body of work					
Structure and organisation of response • Articulate clearly the research findings and the implications for teaching • Structures response in a clear and concise manner • Articulate clearly the research findings and the implications for teaching • Structures response in a clear and concise manner					
Presentation of response according to appropriate academic and linguistic conventions • References all sources appropriately • Use of language is appropriate and consistent, shows excellent command of English grammar conventions including spelling, syntax, and punctuation • References all sources appropriately • Use of language is appropriate and consistent, shows excellent command of English grammar conventions including spelling, syntax, and punctuation					

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

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **60%**

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. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date/Module	Type	Content
Module 1: 21st of July	Lecture	**Introduction and overview of the course** **Visual Arts Stage 6 Syllabus** • Rationale, aims & objectives • Course structure • Course requirements • An overview of the history of artmaking as a teachable discipline with particular reference to the NSW context
	Tutorial	**Artmaking Content in the Visual Arts courses** • Relating artmaking to Art criticism and art history in Preliminary course • The continuum of learning in Stage 6 • Introducing your students to the body of work, establishing an understanding of practice • The role of assessment
Module 2: 28th of July	Lecture	**Developing a philosophy of Visual Arts education** • Artmaking as research • NESA document • Critical and practical modes of knowing • Artist as teacher/teacher as artist
	Tutorial	**Developing and supporting student artmaking practices for the HSC**

		• The body of work–the curatorial process — selecting works for HSC; submission; Stage 6 HSC administration • Strategies for managing student performance in the Preliminary and HSC artmaking courses
Module 3: 4th of August	Lecture	**Principles and practices of teaching and learning artmaking in the Visual Arts** Supporting more autonomous performance in and through: • Syllabus content and building conceptual depth • Models of transmission of material and technical skills • Formative critical practice • The Visual Arts diary and reflective practice • The inclusive art room – syllabus content opportunities and strategies for reflecting cultural diversity
	Tutorial	**Cultivating a positive classroom climate** • Encouraging creative risk-taking, opportunity, and autonomy • Teacher and student exchanges • Creating an inclusive art room environment for diverse learners, including students on adjusted courses, Life Skills courses and non-ATAR courses
Module 4: 11th of August	Lecture	**Assessing the Body of Work – HSC examination** • Benchmarking • HSC marking feedback • Assessment criteria • Marking guidelines
	Tutorial	**Assessing the Body of Work** • School-based and External assessment of the body of work • Making judgements in the assessment • Developing appropriate and relevant feedback
Module 5: 18th of August	Lecture	**Creativity in Visual Arts education**

		• Theories of creativity • Facilitating creative practice in the Visual Arts classroom • Authentic artmaking practice in traditional expressive forms included in the HSC examination
	Tutorial	**Innovations and expressive forms** • Strategies for teaching innovative and hybrid expressive forms included in the HSC examination
Module 6: 25th of August	Lecture	**The professional life of visual arts teachers** • Professional Associations and developing networks amongst educators • Career pathways within DET/ CEO etc DET, CEO etc., policies Teacher Assessment Review (TARs) • Online course evaluation
	Tutorial	**Parental and community involvement in visual arts education** • Effective communication, expectations and school culture • Accessing specialist school and community support for Aboriginal, EAL/D and Special Education needs • Job readiness - reflecting on professional preparation as visual arts teachers

Resources

Prescribed Resources

Required readings

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

- http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts
- https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus
- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z
- Harrison, N (2008). *Teaching and learning in Indigenous education.* Oxford, Sydney.

Journals

- *Art Education*
- *Art Therapy: Journal of the American Art Therapy Association*
- *Arts Education Policy Review*
- *Arts and Activities*
- *Australian Art Education*
- *Australian Online Journal of Arts Education*
- *International Journal of Art & Design Education*
- *International Journal of Education and the Arts*
- *International Journal of Education through Art*
- *Journal of Aesthetic Education*
- *Journal of Artistic and Creative Education*
- *School Arts*
- *Studies in Art Education*

Websites

- Visual Arts & Design Educators Association, http://www.vadea.org.au
- Art Education Australia http://www.arteducation.org.au/
- Art Gallery of NSW http://www.artgallery.nsw.gov.au/
- Australian Museums and Galleries Association https://www.amaga.org.au/
- Bauhaus Archive Museum of Design http://www.bauhaus.de/english/bauhaus1919/index.htm
- NESA http://www.educationstandards.nsw.edu.au
- Cooper Hewitt National Design Museum (USA) https://www.cooperhewitt.org/
- The Metropolitan Museum of Art – Online Resources http://www.metmuseum.org/education/index.asp
- Museum of Computer Art http://moca.virtual.museum/
- Museum of Contemporary Art, Sydney http://www.mca.com.au/
- Museum of Modern Art http://www.moma.org/
- The National Fine Art Education Digital Collection https://vads.ac.uk/digital/collection/FA
- NGA https://nga.gov.au/
- National Gallery of Victoria Collection http://www.ngv.vic.gov.au/collection/
- National Library of Australia https://www.nla.gov.au/collections
- Object – Australian Centre for Craft & Design https://australiandesigncentre.com/

- Powerhouse Museum http://www.powerhousemuseum.com/
- State Library of NSW http://www.sl.nsw.gov.au/

Course Evaluation and Development

Students will complete a MyExperience survey during Module 6. Each year this course survey assists UNSW and the course convenors enhance the student learning experience in EDST6778: Extension Visual Arts Method 2.

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 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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

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