UNSW Course Outline

EDST6777 Extension Visual Arts Method 1 - 2024

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General Course Information

Course Code : EDST6777
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 6

Useful Links

[Handbook](#) [Class Timetable](#)

Course Details & Outcomes

Course Description

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 expands students' skills and knowledge to teach visual arts in secondary schools, with an emphasis on elective visual arts and preparation for the HSC. Students will think deeply about their philosophy of visual arts education while critically examining current high school visual arts curriculums and developing skills related to teaching visual arts lessons with innovations in ICT, composition, and formal and informal visual arts learning practices.

Course Aims

This course aims to:

- To increase a student's pedagogical content knowledge for Secondary Visual Arts teaching
- To develop a student's understanding of what compromises effective classroom practice.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate knowledge and understanding of the NSW Stage 5 and 6 Visual Arts Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity
CLO2 : Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes
CLO3 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
CLO4 : Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT
CLO5 : Use the internet and web-based Learning Management Systems to deliver visual arts curriculum to students
CLO6 : Plan for and implement a range of literacy strategies to meet the needs of all students
CLO7 : Discuss classroom strategies that recognise students' different approaches to learning
CLO8 : Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours
CLO9 : Develop appropriate and engaging resources for the visual arts classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
CLO10 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate knowledge and understanding of the NSW Stage 5 and 6 Visual Arts Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity	• Case Study • Assessment Portfolio
CLO2 : Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes	• Case Study
CLO3 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	• Case Study
CLO4 : Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT	• Assessment Portfolio • Case Study
CLO5 : Use the internet and web-based Learning Management Systems to deliver visual arts curriculum to students	• Case Study
CLO6 : Plan for and implement a range of literacy strategies to meet the needs of all students	• Case Study
CLO7 : Discuss classroom strategies that recognise students' different approaches to learning	• Case Study
CLO8 : Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours	• Case Study
CLO9 : Develop appropriate and engaging resources for the visual arts classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students	• Assessment Portfolio • Case Study
CLO10 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour	• Assessment Portfolio • Case Study

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this 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

- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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.

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

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
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.	1,2
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.	1,2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1

NATIONAL PRIORITY AREA ELABORATIONS

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Case Study Assessment Format: Individual	40%	Due Date: 22/03/2024 05:00 PM
Assessment Portfolio Assessment Format: Individual	60%	Due Date: 19/04/2024 05:00 PM

Assessment Details
Case Study

Assessment Overview

Design a critical and historical study of 6-8 hours in the HSC (Year 12) course, including a rationale, sequence of teaching and learning strategies, scope for extension and differentiation and key resources. Length: 2000 words

Course Learning Outcomes

- CLO1 : Demonstrate knowledge and understanding of the NSW Stage 5 and 6 Visual Arts Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity
- CLO2 : Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes
- CLO3 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
- CLO4 : Demonstrate knowledge and understanding of learning outcomes and classroom

practice related to teaching ICT

- CLO5 : Use the internet and web-based Learning Management Systems to deliver visual arts curriculum to students
- CLO6 : Plan for and implement a range of literacy strategies to meet the needs of all students
- CLO7 : Discuss classroom strategies that recognise students' different approaches to learning
- CLO8 : Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours
- CLO9 : Develop appropriate and engaging resources for the visual arts classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
- CLO10 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour

<u>Detailed Assessment Description</u>

Assume the role of Stage 6 (HSC) Visual Arts Critical and Historical Class teacher and design a Critical and Historical Case Study comprised of learning activities of 6-8 hours in duration for students in the Stage 6 HSC course.

This assessment submission must include:

- Identification of a Case from the world of Visual Arts to be investigated.
- Syllabus Content Focus from the Stage 6 Visual Arts Syllabus, Critical and Historical Practice: Identification of aspects of the Conceptual Framework and not more than two Frames as an overall focus for the investigation of the Case.
- Inclusion of 3 to 4 artists/artworks as evidence for the investigation of the Case.
- Written Key Inquiry Question
- Appropriately referenced Written Rationale (1000 words)
- Concise Overview of Learning Sequence and resources for Case Study (1000 Words)
- Powerpoint Presentation – Maximum of 8 slides
- Handout Resource relating to learning activity

Explanation:

When designing a Case Study, if you were to select the Conceptual Framework (Artist - Artwork - Audience) - and the Cultural Frame as your syllabus Content focus for your Case Study then you would:

- Investigate your Case Study through an exploration of the roles and relationships between the Artist, their Artwork(s) and the Audience through a Cultural Lens (The Cultural Frame) - (Outcome H8, H9).

Therefore, for this assessment you would need to design learning activities and create/curate

learning resources that seek to elucidate an understanding of the Case Study using the syllabus content to guide the learning. You would also need to rationalise your choices in this through a written explanation.

Suggested sequence for completing this assessment:

- Select a specific and significant Critical and Historical Case from the World of Art that will form the basis of your Case Study – (read page 34 in your Stage 6 Syllabus - What is a Case Study).
- Select 3 or 4 significant Artists or Artworks to use as examples of the CASE you are studying (historical and/or traditional as appropriate).
- Select an appropriate Stage 6 Syllabus Content focus (Critical and Historical) for investigating the Case and use this as the guiding focus in the design of learning activities for your Case study.
- Design a learning sequence of activities using varied pedagogical approaches and demands that build towards a depth of student knowledge and understanding of the Case study being explored (1000 words).
- Design a Powerpoint Presentation that you could use as an Introduction to the Case study (not included in word count) – 8 slides maximum.
- Design a handout resource that you would use in one of your identified learning activities (not included in word count).
- Write a rationale that explains your understanding of the characteristics and purpose of a Case Study for Stage 6 Visual Arts students in NSW and reasons through your choices in the learning activities, resources, artists, artworks, inquiry question, syllabus focus, chosen outcomes and strategies for checking for learning, and that references research in the field of Visual Arts Education, Art criticism and Art history and the world of art (1000 words).

Brief sample of the assessment layout

Case study title and focus

This is a suggested sample only: Feminism and Performance Art - The artist and the audience - A cultural Investigation

Syllabus focus

This is a suggested sample only: Conceptual Framework (The Artist - The Artwork - The Audience) - Syllabus Outcome (H8)

The Frames: The Cultural Frame (role of the artist, role of the audience, functions of the artwork, influences of society, feminism, gender roles, stereotypes, authority in the artworld, the gaze) - Syllabus Outcome (H9)

Key inquiry question

The students you are teaching should be able to answer the key Inquiry question in detail at the completion of the Case study: You need to design and target the learning sequence to assist them. You must design the question to relate to the case and the course outcomes and syllabus focus. The question must be clear, concise and use the language of the Visual Arts syllabus.

This is a suggested sample of a Key Inquiry Question only: Examine the changing roles and relationships of artists, artworks and audiences in the 1960's Feminist performance art movement in the USA. Use three artists and their artworks to evidence your response. (Outcomes: H7, H8, H9, H10).

Rationale for the case study (1000 words)

Write a rationale that explains your understanding of what a case study is and what makes it effective for learning at Stage 6 for Visual Arts students. Reason through your choices of artists, artworks, syllabus focus areas, outcomes, learning resources and activities that best perform as interventions in a student's learning about the selected Case. Provide an explanation of the significance of your chosen Case Study to the artworld. Why is it important in the world of art? Provide references for research in the field of Visual Arts Education, Art criticism and Art history and the world of art as utlised in your rationale.

Learning sequence (1000 words)

Outline a concise sequence of learning activities. It can be formatted as a table that includes scope for:

- A logical building of skills and knowledge from basic to expert knowledge.
- Identifies syllabus content focus and outcomes for each learning activity.
- A targeted range of pedagogical interventions to build understanding.
- Names specific learning intention and methods (Teacher intervention, student role).
- Describes and lists most relevant resources. Name web address resources and describe handouts or features of resources.
- Intended duration of each activity.
- Specific method of establishing/checking for understanding throughout or showing understanding – and at the culmination of the case study (formative assessment)
- Brief connection to the key inquiry question (why is the learning relevant to the Case study at this point in the sequence)
- Scope for differentiation to at least two of your activities.

PowerPoint presentation (maximum of 8 slides, not included in word count)

Design a powerpoint presentation that you would show to students to introduce them to the concepts in the Case Study being explored. You could include the Key Inquiry question, artists and artworks being studied and features of the Case from the world of art that you are examining. Utilise the conventions of effective communication in powerpoint presentations.

Handout - learning resource (not included in word count)

Design a handout (learning resource) that would be used in one of the learning activities identified in the learning sequence. It should employ specific pedagogical demands and require the student demonstrate knowledge and understanding. It should briefly indicate the learning intention of this resource within the learning activity in the learning sequence of the Case Study Assessment.

Use the guidelines from the NSW Visual Arts Syllabus Stage 6 on case studies and further research to construct a Case Study for Stage 6 - HSC course.

<u>Assessment Length</u>

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6777 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Case Study

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • The response provides for a particular or significant point of interest or case to be investigated from the world of art and a relevant inquiry question • Appropriate and in-depth knowledge of aspects of NSW Stage 6 Visual Arts syllabus that focus on Critical and Historical approaches to Case Studies including accurate use and mapping of outcomes • Coherent sequence of teaching and learning strategies, including duration, for the case study • Appropriately designed resources	
Depth of analysis and critique in response to the task • Evidential explanations of how the Case study engages the Visual Arts Course content of The Frames and/or The Conceptual Framework • Scope for extension and or differentiation within suggested learning • Considerations of how students will demonstrate their understanding	
Familiarity with and relevance of professional and/or research literature used to support response • Relevance and connection to various aspects of practice, the conceptual framework and the frames • Emphasis on one area of content as focus (The Frames, The Conceptual Framework) • Key outcomes to be addressed (from Stage 6 syllabus) • Evidence of current pedagogical issues and practices in art education practice in the study of art historical and critical practice	
Structure and organisation of response • Explanatory rationale • Key inquiry approach • Key resources • Key learning activities • PowerPoint presentation for the introductory lesson (maximum 8 slides) • Example of a student handout that would be used in the case study • Evidence of how you could check for synthesised student learning	
Presentation of response according to appropriate academic and linguistic conventions • Use of formal and syllabus language • Accurate referencing	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Assessment Portfolio

Assessment Overview

Design an examination paper for Art Criticism and Art History Stage 6 with a marking scheme, sample answer, and rationale. Indicative length: 3,500 words.

Course Learning Outcomes

- CLO1 : Demonstrate knowledge and understanding of the NSW Stage 5 and 6 Visual Arts Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity
- CLO4 : Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT
- CLO9 : Develop appropriate and engaging resources for the visual arts classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
- CLO10 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour

Detailed Assessment Description

Assume the role of Stage 6 (HSC) Visual Arts Critical and Historical Class teacher and design a Critical and Historical Formative Assessment Task that follows the conventions of the NSW HSC Visual Arts Examination and that examines the content of the Stage 6 HSC course in Visual Arts.

This assignment (approximately 3,500 words) consists of four parts:

- Development of an examination paper for Art Criticism and Art History Stage 6
- Design of an accurate marking scheme

- Models of a range of sample answers to one question
- An explanatory rationale.

1. Design a written examination paper for the Art criticism and art history component of the Visual Arts HSC course. This must follow the conventions of the HSC Visual Arts Critical Historical Examination.

- This would act as a trial examination or assessment task which formatively assesses a student's knowledge and understanding prior to the HSC examination.
- Section I will include THREE short-answer questions. ONE of the three questions must specifically focus on sources relating to Aboriginal or Torres Strait Islander Art examples.
- Visual Arts Examples in the form of Visual Plates and Artist Extracts should be included in Section 1 of the Examination paper.
- Questions must be designed using the conventions of the Visual Arts syllabus language and follow the structure used in the HSC Visual Arts examination.
- Questions must directly link to appropriate Syllabus content areas and outcomes.
- Section II will include three extended response questions, with ONE question on each of the following syllabus content areas of Practice, The Conceptual Framework and The Frames.
- One Question in either Section 1 or Section 2 should relate to the Case study designed in Assessment 1.
- The paper must follow the NESA format and will consist of two sections

2. Provide a marking scheme for each of each of the three Section I questions which clearly illustrates how marks will be allocated for each question in mark bands appropriate to the question value.

3. Model anticipated student responses at three different mark levels to ONE question chosen from Section I. These modelled answers should be used to check the appropriateness of the question and the accuracy of the mark band descriptors.

Parts 1-3 should be approximately 1500 words.

4. Provide a rationale (approximately 2000 words) for the assessment task you have designed, explaining in some detail how assessment of and for learning approaches have been employed, and how the assessment task will:

- Address course content
- Address contemporary issues in the Visual Arts
- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide evidence of satisfactory achievement and completion in the HSC course.

All images and resources used must be appropriately referenced.

Assessment Length

3500 words

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Assessment Portfolio

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • An explanatory rationale • Section I will include THREE short-answer questions. ONE of the three questions must specifically focus on sources relating to Aboriginal or Torres Strait Islander Art examples • Section II will include three extended response questions, with ONE question on each of the following: practice, the conceptual framework and frames • Model anticipated student responses at three different mark levels to ONE question chosen from Section I. These modelled answers should be used to check the appropriateness of the question and the accuracy of the mark band descriptors	
Depth of analysis and critique in response to the task • An explanatory rationale that evidences course content, student learning, assessment strategies, and evidence of satisfactory achievement and completion in the HSC course	
Familiarity with and relevance of professional and/or research literature used to support response • Reflects ideas and materials provided in lectures and tutorials, as well as research and other professorial literature, to engage students and assess syllabus outcomes • Demonstrates knowledge of Stage 6 Assessment and HSC Examination in Visual Arts requirements	
Structure and organisation of response • Development of an examination paper for Art Criticism and Art History Stage 6 that follows structure of HSC examination in Visual Arts • Rationale, modelled answers • A marking scheme for each of each of the three Section I questions which clearly illustrates how marks will be allocated for each question in mark bands appropriate to the question value	
Presentation of response according to appropriate academic and linguistic conventions • Use formal and appropriate Visual Arts language and formatting according to Visual Arts Stage 6 syllabus and sample HSC examinations • Uses appropriate referencing techniques and copyright acknowledgements	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Introduction and Overview • Philosophical approaches to visual arts education Framing interpretation in art criticism and art history Visual Arts research on critical reasoning and implications for developing skills in interpretation, explanations, critical judgements and representing points of view
	Tutorial	• Previous experiences of visual arts education Teacher beliefs about significance of visual arts in the curriculum: What is an artwork? Nature of Art Criticism • Discussion of first assessment task • Reasoned inquiry Using the conceptual framework, practice and frames to structure art historical and critical investigations of artworks
Week 2 : 19 February - 25 February	Lecture	• The representation of criticism and history in visual arts education Traditional and contemporary views: art appreciation Developing a broad and critical knowledge and understanding of the study of visual arts as a discipline Contemporary practice in the disciplines of art criticism and art history • The Syllabus and planning art critical and historical investigations across years 7-12 Art criticism and art history in the Preliminary course Course content and case studies in the HSC course and the Stage 6 HSC examination
	Tutorial	• Collaborative group work Interpreting scholarly conventions of art critical and historical practice for the classroom: The Frames Selecting, structuring, and resourcing art critical and historical investigations for the classroom Approaches to Assessment 1 in relation to The Frames
Week 3 : 26 February - 3 March	Lecture	• The Practice of Art Criticism • Pedagogical approaches to art criticism and art history in visual arts education The conceptual framework Teaching students to interpret and write in art criticism and history Scaffolding writing skills for diverse learning and EAL/D needs A sample case study: interpreting and explaining Aboriginal Art in critical and historical investigation
	Tutorial	• Reasoning Meaning at Different Cognitive Stages • The Conceptual Framework Collaborative learning activity: Using the Conceptual Framework at Stage 4 and Stage 6. A continuum of Learning Locating and providing appropriate resources for learning stages and learning needs • Assessment 1: Update and review progress - Developing a Key Inquiry Question
Week 4 : 4 March - 10 March	Lecture	• Indigenous voice in Art Education The Cultural Interface: Negotiating difference and Meaning in the Visual Arts Learning Intention: To gain an understanding of the importance of ethical approaches to teaching about Aboriginal and Torres Strait Islander content in Visual Arts and ways this can be approached
	Tutorial	• Designing Resources for Stage 6 Case Designing appropriate and specific learning resources to assist student learning in Stage 6 Case Studies
Week 5 : 11 March - 17 March	Lecture	• The Practice of Art Criticism and Further Pedagogical approaches for Stage 6 The practice of and Intentionalism in art criticism and art history Concepts of Practice The role of the Teacher in Art Criticism and Art history The practice of Framing historical and critical investigations
	Tutorial	• Planning for diversity and currency in Stage 6 art criticism and art history Group work to produce resources which respond to current pedagogical practice in Stage 6 Case studies Sequencing Learning at Stage 6
Week 6 : 18 March - 24 March	Lecture	• Asynchronous • Student as Critical Agent in Art Criticism • Pedagogical Interventions: Maras, K. (2018). A Realist Account of Critical Agency in Art Criticism in Art and Design Education Exemplary practice in Art Criticism - Teaching critical writing skills The student as critical agent
	Tutorial	• Asynchronous • Questioning and explanation in art critical and historical investigations • Socratic Circles - Group activity, structuring and directing critical dialogue at Stage 6 • Diverse learning strategies and adjustments • Strategies for engaging students to adopt and defend points of view: Argument, justification and evidence
Week 7 : 25 March - 31 March	Lecture	• Examination as Assessment Policy and practice in NSW/HSC and Examination as an assessment tool Old and new and old again: Critical approaches to unimpeachable curriculum in Visual Arts Education

	Tutorial	• Verifications for Assessment 2
Week 8 : 1 April - 7 April	Lecture	• Assessing Student Knowledge Formative Assessment and Contingency Summative and Formative Assessment Questions for attendance (see Moodle)
	Tutorial	• Pedagogical strategies for the online classroom
Week 9 : 8 April - 14 April	Lecture	• Engaging the virtual and the material in contemporary visual arts classroom practice Issues of digital engagement with the objects of critical and historical study of art Ethical considerations for the online classroom Issues of quality in unfiltered access to digital resources
	Tutorial	• Using Virtual Gallery and Curatorial spaces to enhance Critical Learning
Week 10 : 15 April - 21 April	Lecture	• Online Methods for engaging collaborative practice in Visual Arts Education Using One Note and Google Docs to work together in Critical Practice • Creating a safe and cooperative Envirionment for collaborative learning The teachers role in engaging students in collaborative learning
	Tutorial	• Establishing collaborative practices

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course 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 buy them or have them printed and bound yourself. Syllabus documents can be retrieved from NSW Education Standards Authority website: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home
  - Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). *Shape of the Australian Curriculum: The Arts*. Sydney, NSW, Australia: ACARA.

- 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.
- 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.

Further Readings: Education

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson, Australia
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes* (pp 59-81). Oxford University Press, Melbourne.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.

Further Readings: Art Education

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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/; http://vadea.blogspot.com
- Art Education Australia http://www.arteducation.org.au/
- Art Gallery of NSW http://www.artgallery.nsw.gov.au/

- The Artists.org - modern & contemporary artists and art http://www.the-artists.org/
- Australian Museums and Galleries Online http://amol.org.au/
- Bauhaus Archive Museum of Design http://www.bauhaus.de/english/bauhaus1919/index.htm
- Board of Studies NSW http://www.boardofstudies.nsw.edu.au/
- Cooper Hewitt National Design Museum (USA) http://ndm.si/edu
- 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 http://fineart.ac.uk/
- MONA
- NGA
- National Gallery of Victoria Collection http://www.ngv.vic.gov.au/collection/
- National Library of Australia http://www.nla.gov.au/catalogue/pictures/
- National Portrait Gallery
- Object – Australian Centre for Craft & Design http://www.object.com.au/
- Powerhouse Museum http://www.powerhousemuseum.com/
- Queensland Art Gallery
- State Library of NSW http://www.sl.nsw.gov.au/

Course Evaluation and Development

- Student feedback on this course will be gathered via formal and informal feedback methods (surveys, conversations and written reflections).

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Michele Brennan				Email to arrange an appointment	No	Yes

Other Useful Information

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).

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

[protocols-guidelines](#) for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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.

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977

- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education