



School of Education

EDST6778
Extension Visual Arts Method 2

Term 2 2020

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST6778 Extension Visual Arts Method 2 (6 units of credit)

Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator(s): Gemma Baldwin

Email: gemma.baldwin@unsw.edu.au

Availability: By appointment

3. COURSE DETAILS

Course Name	Extension Visual Arts Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

NATIONAL PRIORITY AREA ELABORATIONS

Priority area

A. Aboriginal and Torres Strait
Islander Education

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

B. Classroom Management

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

C. Information and
Communication Technologies

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

D. Literacy and Numeracy

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

E. Students with Special
Educational Needs

1, 2, 3, 4, 5, 6, 7, 8, 9

F. Teaching Students from Non-
English-Speaking Backgrounds

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
<p>1 (24 hours eq. lecture/ tutorial time)</p>	<p><i>On-line assessment module</i></p> <p>Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	<p>Critically describe the role of assessment in ensuring effective learning and teaching evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p> <p>Content of this module will be assessed during the Hurdle Requirement in Week 7</p>
	<p>Introduction and overview of the course</p> <p>The representation of artmaking in Visual Arts</p>	

	<p>The Visual arts diary and reflective practice</p> <p>The inclusive art room syllabus content opportunities and strategies for reflecting cultural diversity</p>	
5	<p>Assessing the Body of Work – HSC Examination</p> <p>Guest lecture from HSC Practical marker</p> <p>Benchmarking</p> <p>HSC Marking Feedback</p> <p>Assessment Criteria</p> <p>Marking Guidelines</p>	<p>Assessing the Body of Work</p> <p>School-based assessment of the body of work</p> <p>External assessment of the body of work</p> <p>Making judgements in the assessment of the body of work</p> <p>Developing appropriate and relevant feedback</p>
6	<p>Creativity in Visual Arts education</p> <p>Theories of creativity</p> <p>Facilitating creative practice in the Visual Arts classroom</p> <p>Resources for supporting authentic artmaking practice in traditional expressive forms included in the HSC examination</p>	<p>Innovations and Expressive Forms</p> <p>Strategies for teaching innovative and hybrid expressive forms included in the HSC examination</p> <p>Collection of works</p> <p>Documented forms</p> <p>Expanded possibilities in Photomedia, Time based forms and Designed objects</p>
7	<p>The professional life of visual arts teachers</p> <p>Professional Associations and developing networks amongst educators</p> <p>Career pathways within DET/ CEO etc</p> <p>DET, CEO etc policies</p> <p>Teacher Assessment Review (TARs)</p> <p>On-line course evaluation</p>	<p>Parental and community involvement in visual arts education</p> <p>Effective communication, expectations and school culture</p> <p>Accessing specialist school and community support for Aboriginal, EAL/D and Special Education needs</p> <p>Job readiness - reflecting on professional preparation as visual arts teachers</p>

7. 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

Assessment Details

Assessment 1: Assessing understandings of Practice – Assessment Task Design and Evaluation

Design a formal assessment task that 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.

1. Provide a rationale (800-1000 words) which explains and justifies your choices and addresses how the task allows 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. You must cite relevant research including the syllabus and relevant NESA documents in your rationale.
2. You are to create an assessment task using the template provided on Moodle. 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
 - Provide a task description for each component/part that is clear, concise and references the task requirements for students (e.g. Part A, Part B)
 - 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: Essay - Assessment and pedagogical practice in the development of the body of work

Consider how strategies in assessment and pedagogy can be used by teachers to support students to develop their role as an artist in the development of the body of work. Include your findings regarding the implications of your research for teaching. Ensure that you include appropriate references. Your response should be 3000 words.

You must respond to the following scenario in your response:

Kate is in your HSC Visual Arts class. You taught her in Yr 11, however she did not do Visual Arts in Stage 5, which means she has not experienced a significant range of Artmaking approaches and Art Criticism and Art History knowledge, understanding and skills. In Yr 11 Kate demonstrated an area of strength in her ability to develop conceptual meaning and ideas in her practice. She has shown no particular interest or dominant strength in any one expressive form over another, however has some success and experience in charcoal drawing portraiture and photography. Kate is starting to lose focus in the middle of Term 4 Yr 12 (first term of Yr 12). She has brainstormed many ideas about family and identity in her VAPD using the Subjective and Cultural Frame, however she is struggling to develop her material practice.

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

Student Name:

Student No.:

Assessment Task 2: Essay - Assessment and pedagogical practice in the development of the body of work

SPECIFIC CRITERIA	(-) —————▶ (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Understands the task and its relationship to relevant areas of theory, research and practice in Visual Arts education</p> <p>Demonstrates understanding of assessment strategies and pedagogical practice in Stage 6 Visual Arts</p> <p>Demonstrates understanding of how to support students to develop their role as an artist in the development of the body of work</p>					

Depth of analysis and/or critique in response to the task

Synthesises research and articulates an understanding of strategies in assessment and pedagogy

Demonstrate knowledge of [a76 115.3-2(mo)6((o develo)8(p)]7reC /Spa