

## 460-667 Learning Area Visual Art 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Wesley Imms
<b>Subject Overview:</b>	<p>This subject develops teacher candidates' understanding of the place of Visual Arts in contemporary schools in Australia. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, this subject will widen teacher candidates' appreciation of exemplary teaching in this area. This subject introduces teacher candidates to the core curriculum knowledge required to teach Visual Art in secondary schools. The principal curriculum models (VELS and VCE) are explored. The skills required to write lesson and unit plans for the art classroom are developed. Techniques for including "making" and "responding" approaches in the classroom are covered. Key theorists are studied as a means of rationalising individual epistemologies and pedagogies for teaching art. Teacher candidates are introduced to cognitive theories relevant to Visual Art education, methods for assessing art in the classroom, and practical teaching techniques for the art classroom</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># plan lessons, units of work and whole curricula in the secondary art classroom;</li> <li># describe an exemplary classroom in this learning area</li> <li># use appropriate teaching methodologies to stimulate creativity in the levels of learning relating to the Victorian Essential Learning framework (VELS) and the VCE Study Designs in Art, Studio Arts and Visual Communication;</li> <li># develop assessment criteria for students and be able to apply appropriate assessment strategies for art practice;</li> <li># show communication skills, which develop rapport with students and fellow staff, and will have the developing skills of a reflective practitioner;</li> <li># show skills in using computer-based technology to support their teaching and to facilitate student learning in ICTs in art education.</li> </ul>
<b>Assessment:</b>	<p>There are 3 assessment tasks: Lesson plan (equivalent to 1200 words) due mid-semester (30%) On-line submissions (equivalent to 1200 words) due late-semester (30%) Unit plans (equivalent to 1600 words) due late semester (40%).</p>

<b>Prescribed Texts:</b>	VCE Study Guides for Visual Communication, Studio Art and Art (3 texts). Collection of readings
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)