

## EDUC90607 Teaching and Art Making

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 125 hours
<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>	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Coordinator:</b>	Dr Wesley Imms
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	<p>This subject examines through practice and associated reading the relationship between art-making skills &amp; process, and artistry in teaching and learning. The students will firstly examine through discussion, lectures and readings the relationship between artists and teachers, and the concept of an aesthetic pedagogy. They will then engage in a piece of art-making of their own, documenting and analysing what is in effect an action-research/reflective practice process. The process will be analysed within the class, with ongoing feedback from the group and tutor; the students will then present live the finished artwork or work-in-progress with an accompanying commentary.</p> <p>The students will then extrapolate the implications of this personal process for either:</p> <ol style="list-style-type: none"> <li>the artistic learning of students in a teaching context (eg their own students), or</li> <li>the aesthetics of teaching, and of providing an aesthetic, dialogic and performative teaching context (eg their own classes)</li> </ol>
<b>Objectives:</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li># develop an understanding of the processes and skills involved in art-making and articulate that understanding;</li> <li># produce an art-work or work-in-progress, together with a coherent analysis of its creation;</li> <li># understand the relationship including the tensions between art-making and teaching, and be able to form the beginnings of an artistic pedagogy;</li> <li># have a basic understanding of the aesthetics of teaching and how to create an aesthetic, dialogic and performative educational context.</li> </ul>
<b>Assessment:</b>	<p>Presentation and explanation of artwork or work-in-progress: 10-15 minutes: 20 per cent (Objective 2) Reflective exegesis of process of creating artwork or work-in-progress: 1500 words: 30 per cent, due mid semester (Objective 1) Essay identifying the implications of personal artmaking either: 1. on the developing artistry of students in educational contexts; or 2. on the creation and sustainment of an aesthetic teaching context 2500 words: 50 per cent, due at the end of the semester (Objective 3)</p>
<b>Prescribed Texts:</b>	Sinclair, C., Jeanneret, N., & O'Toole, J. (eds) (2008). Education in the arts – teaching and learning in the contemporary curriculum. Melbourne: OUP.
<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>	# Creative and critical observational and thinking skills

	<ul style="list-style-type: none"><li># Presentational and performative dialogic and written communication skills</li><li># Ability to synthesise personal experience with reading and critical analysis into other contexts eg pedagogy or design</li></ul>
<b>Related Course(s):</b>	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)