

EDUC90478 Learning Area Visual Art 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville						
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 125 hours total commitment. 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.						
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="389 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90477 Learning Area Visual Art 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90477 Learning Area Visual Art 1	February	12.50
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EDUC90477 Learning Area Visual Art 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Dr Wesley Imms						
Contact:	Education Student Centre						
Subject Overview:	This subject is designed to allow teacher candidates to develop skills necessary to teach a range of Visual Art disciplines in a secondary classroom. Working as a member of a team, teacher candidates will develop learning schemata for selected art disciplines, design implement and evaluate workshops in those disciplines, and produce teaching resources relevant to these activities. Through participation in these activities, teacher candidates will develop a repertoire of skills and acquire a wide range of potential classroom strategies, relevant to these disciplines including how to personalise the learning experience of students. Teacher candidates will develop knowledge of and strategies to teach the three Visual Art VCE Study Designs. Students will contribute to the development of a collaborative VELS/VCE digital resource. Practical issues concerning teaching art in the classroom will be covered through lectures and structured activities.						
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # design, implement and evaluate an art-discipline specific learning activity; # develop art-discipline specific schemata; # identify teaching tasks that address Victorian Essential Learning framework (VELS) learning outcomes, and/or VCE outcomes; # personalise learning for each student in this curriculum area; # show skills in using computer-based technology to support their teaching and to facilitate student learning in ICTs in art education. 						
Assessment:	There are 2 assessment tasks: One VCE unit resource (equivalent to 2000 words) due mid-semester (50%) A "discipline schemata" with associated lesson plan and resource (equivalent to 2000 words) due late semester (50%)						

Prescribed Texts:	Collection of Readings Art Is... 1 & 2 VCE Study Guides for Visual Communication, Studio Art and Art (3 texts).
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>