

EDUC90480 Learning Area Visual Art (Additional) 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: 36 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 taken the following subjects 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 website: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Dr Wesley Imms						
Contact:	Education Student Centre						
Subject Overview:	This subject synthesises teacher candidate's broad (and developing) understanding of Visual Art curriculum with the realities of what they see happening in schools. Teacher candidates will explore how the secondary school student develops academic and social knowledge values and beliefs through visual art practice. Through the design and implementation of a "curriculum project", teacher candidates will examine the role of the art teacher and her/his curriculum in this process. This is done through a praxis model. In-depth discussion of professional literature and analysis of practicum experiences will allow teacher candidates to re-examine their personal epistemologies, and re-articulate their concepts of pedagogy. A "curriculum project" will require teacher candidates to explore these findings in a school setting, through a self-designed strategy. A practical exercise will explore specialised VCE strategies						
Objectives:	On completion of this subject, the teacher candidate will be able to: <ul style="list-style-type: none"> # Assimilate professional literature into daily teaching practice; # Practise evidence-based teaching in a Visual Art setting; # Design, implement and evaluate a curriculum project aimed at extending personal pedagogies and epistemologies; # Show communication skills, which develop rapport with school students and fellow staff, and will have the developing skills of a reflective practitioner. 						
Assessment:	There are 2 assessment tasks: A curriculum project with written report and presentation (equivalent to 2800 words) due late semester (70%) On-line submissions (equivalent to 1200 words) due mid-semester (30%).						
Prescribed Texts:	Collection of readings						

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>