

EDUC90477 Learning Area Visual Art 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 1, 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:	None
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 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
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # plan lessons, units of work and whole curricula in the secondary art classroom; # describe an exemplary classroom in this learning area # 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; # develop assessment criteria for students and be able to apply appropriate assessment strategies for art practice; # show communication skills, which develop rapport with students and fellow staff, and will have the developing skills of a reflective practitioner; # show skills in using computer-based technology to support their teaching and to facilitate student learning in ICTs in art education.
Assessment:	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%).

Prescribed Texts:	VCE Study Guides for Visual Communication, Studio Art and Art (3 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>