

EDUC90479 Learning Area Visual Art (Additional) 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: 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:	460-667 Learning Area Visual Art 1 (co or pre-req) <table border="1" data-bbox="387 607 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>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90477 Learning Area Visual Art 1	Semester 1	12.50
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EDUC90477 Learning Area Visual Art 1	Semester 1	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 will provide focused learning in contemporary visual art curriculum, specifically the skills required to design and implement motivational and student-relevant art activities in the secondary school setting. Through exploration of practical studio techniques in specific art making disciplines, teacher candidates will develop learning schemata for a suite of art making disciplines, design implement and evaluate workshops in those disciplines, and produce teaching resources relevant to these activities. Teacher candidates will explore the nature of school-wide Visual Art curriculum, Visual Art assessment methods, the role of ICT in the planning and teaching of art, and motivation strategies for the art classroom. Important health, safety and administrative responsibilities of the classroom art teacher will be investigated 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; # show a detailed understanding of strategies and issues concerning Visual Art assessment in the secondary setting # show the ability to effectively participate in art curriculum development in schools # show further skills in using computer-based technology to support their teaching and to facilitate student learning in art education. 						
Assessment:	There are 2 assessment tasks: One Assessing Visual Art task (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 (more information) 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>