

EDUC90477 Learning Area Visual Art 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013. 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:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx) , for entry into this subject.
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
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	<p>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.</p> <p>This subject introduces teacher candidates to the core curriculum knowledge required to teach Visual Art in secondary schools. Principal curriculum models including VELS, VCE and the National Australian Curriculum 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, and to meet the socio-learning requirements of students from diverse backgrounds. 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.</p> <p>This subject involves training in numeracy through the use and understanding of measurement in studio art activities. Counting, measurement and use of numerical methods permeates every visual art discipline; for example, volume measurement in photography, the understanding of ratio formulas of glaze construction in ceramics, and complex manipulation of size, scale and ratio in Visual Communication and Design.</p>
Objectives:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Be interventionist practitioners who have the professional capabilities to meet the individual needs of diverse learners; # Demonstrate an understanding of the way in which theory and research informs practice; # Demonstrate sound discipline knowledge and pedagogical content knowledge;

	<ul style="list-style-type: none"> # Utilise diverse pedagogical strategies to provide rich and creative learning environments; # Develop in students the capacity for rigorous but respectful critique and curiosity for learning; # Demonstrate an awareness of cultural diversity and its implications for society and education. # Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. # Be engaged intelligently and passionately in the educational venture, and have the ability not only to adapt to, but also to lead change. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.6 Information and Communication Technology (ICT)</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>3.6 Evaluate and improve teaching programs</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.4 Maintain student safety</p> <p>5.1 Assess student learning</p> <p>5.5 Report on student achievement</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.3 Engage with colleagues and improve practice</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.4 Engage with professional teaching networks and broader communities</p>
Assessment:	There are 3 assessment tasks: Lesson plan (equivalent to 1200 words) due early semester, 30 per cent Six on-line submissions (equivalent to 1200 words) due mid semester, 30 per cent Unit plan (equivalent to 1600 words) due late semester , 40 per cent
Prescribed Texts:	Collection of readings VCE Study Guides for Art, Studio Art & Visual Communication and Design
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 expert in the disciplines they teach and committed to continual updating of their discipline knowledge. # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students. # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development. # Shape and deliver responsive and inclusive curricula.

Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)
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