

EDUC90479 Learning Area Visual Art (Additional) 1

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2013.						
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:	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:	<table border="1"> <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>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90477 Learning Area Visual Art 1	Not offered 2013	12.50
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EDUC90477 Learning Area Visual Art 1	Not offered 2013	12.50					
Recommended Background Knowledge:	None						
Non Allowed Subjects:							
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:	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:	<p>On completion of this subject, teacher candidates will be able to:</p> <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; # Develop in students the capacity for independent and cooperative learning; # Demonstrate an understanding of language as central and fundamental to education; # 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>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>3.1 Establish challenging learning goals</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>3.5 Use effective classroom communication</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>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>4.5 Use ICT safely, responsibly and ethically</p> <p>5.1 Assess student learning data</p> <p>5.5 Report on student achievement</p> <p>6.2 Engage in professional learning and improve</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>
Assessment:	Assessment Visual Art task, 1200 words, due to mid-semester, 30% A 'discipline schemata' task with associated lesson plans and resources 2800 word equivalent, due late semester, 70%
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"> # Develop in-depth knowledge of the complexity and diversity of students' learning and development; # 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; # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Related Course(s):	Master of Teaching (Secondary)

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