

EDUC90493 Arts and Artistry:Studio to Classroom

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014.						
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:	<p>Admission to MC-TEACHSA Master of Teaching (Secondary) OR completion of the following subject:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90372 Primary Arts Education</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table> <p>OR prior studies in the arts, including areas such as Music, Drama, Visual Arts (and Art History and Curatorship), Media Production and Architecture</p>	Subject	Study Period Commencement:	Credit Points:	EDUC90372 Primary Arts Education	July	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90372 Primary Arts Education	July	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						
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)						
Subject Overview:	This practice-based subject will enable teacher candidates to extend their practical and theoretical understanding of the arts in primary education. Teacher candidates will be supported in the development of their arts skills, their arts pedagogy and their teacher artistry, in preparation for the range of contemporary arts practices in the primary school (from an interdisciplinary approach to the arts in the generalist classroom, to specialist arts teaching). The subject will entail practical workshops involving individual and group-work supported by theories of aesthetic curriculum and embodied learning. The subject will support teacher candidates in understanding the processes associated with arts making with children, and the relationship between arts in educational and cultural settings. Teacher candidates will create their own studio-based work, will undertake site visits, will work with children in school settings and will engage in curriculum development, arts teaching and theoretically-informed reflection.						
Learning Outcomes:	<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"> # Articulate the importance of the aesthetic elements of teaching and learning; # Have practised basic artistic skills necessary for effective pedagogy # To examine contemporary artistic teaching contexts 						
Assessment:	There are 3 assessment tasks: Curriculum project – group plan and individual theoretical rationale (1300 words) due mid-semester, 30% Performance project with accompanying						

	workbook (1400 words equivalent) due end of semester, 40% Written assignment (1300 words) due end of semester, (30%)
Prescribed Texts:	Sinclair, C., Jeanneret, N. and O'Toole, J. (Eds.) (2012). Education in the Arts (Second edition). South Melbourne: Oxford University Press.
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 (Primary) Master of Teaching (Secondary)</p>