

EDUC90478 Learning Area Visual Art 2

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours								
Prerequisites:	<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>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90477 Learning Area Visual Art 1	February	12.50
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EDUC90477 Learning Area Visual Art 1	February	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 Overview, Learning Outcomes 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability								
Coordinator:	Assoc Prof Wesley Imms								
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)								
Subject Overview:	This subject is designed to allow teacher candidates to develop skills necessary to teach a range of Visual Art disciplines in a secondary classroom. Working as a member of a team, teacher candidates will develop learning schemata for selected art disciplines, design implement and evaluate workshops in those disciplines, and produce teaching resources relevant to these activities. Through participation in these activities, teacher candidates will develop a repertoire of skills and acquire a wide range of potential classroom strategies, relevant to these disciplines including how to personalise the learning experience of students. Teacher candidates will develop knowledge of and strategies to teach the three Visual Art VCE Study Designs. Students will contribute to the development of a collaborative VELS/VCE digital resource. Practical issues concerning teaching art in the classroom will be covered through lectures and structured activities.								
Learning Outcomes:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Be able to analyse and generate diverse sources of data to inform and assess student learning and development. # Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions. # Demonstrate sound discipline knowledge and pedagogical content knowledge # Respond flexibly and actively to the different learning needs of individual students, including those with additional needs. # 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 								

	<p># Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <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</p> <p>5.5 Report on student achievement</p> <p>6.2 Engage in professional learning and improve practice</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and</p> <p>7.4 Engage with professional teaching networks and broader communities</p>
Assessment:	There are 2 assessment tasks: One VCE unit resource (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% 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.
Prescribed Texts:	Collection of ReadingsArt Is... 1 & 2 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 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)

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