

EDUC90480 Learning Area Visual Art (Additional) 2

Credit Points:	12.5											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.											
Time Commitment:	Contact Hours: 36 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> <tr> <td>EDUC90479 Learning Area Visual Art (Additional) 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	EDUC90479 Learning Area Visual Art (Additional) 1	February	12.50
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Corequisites:	For students enrolled in the double LAS Visual Arts <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90478 Learning Area Visual Art 2</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90478 Learning Area Visual Art 2	Semester 2	12.50			
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Recommended Background Knowledge:	None											
Non Allowed Subjects:	None											
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p> </p>											
Coordinator:	Ms Kathryn Coleman											
Contact:	w.imms@unimelb.edu.au (mailto:w.imms@unimelb.edu.au)											
Subject Overview:	<p>This subject synthesises teacher candidate's broad (and developing) understanding of Visual Art curriculum including VELS, VCE and Australian National Curriculum, with the realities of what they see happening in schools. Teacher candidates will explore how the wide diversity of secondary school students develop individual academic and social knowledge values and beliefs through visual art practice. Through the design and implementation of a "curriculum project", teacher candidates will examine the role of the art teacher and her/his curriculum in this process, with a particular emphasis on the needs of a society representative of a broad panoply of cultures. This is done through a praxis model. In-depth discussion of professional literature and analysis of practicum experiences will allow teacher candidates to re-examine their personal epistemologies, and re-articulate their concepts of pedagogy. A "curriculum project" will require teacher candidates to explore these findings in a school or community setting, through a self-designed strategy.</p>											
Learning Outcomes:	<p>On completion of this subject, the teacher candidate 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; 											

	<ul style="list-style-type: none"> # Demonstrate an understanding of the way in which theory and research informs practice; # Be able to articulate and justify a coherent set of beliefs about teaching and learning which based soundly on theory and research; # 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 # Demonstrate an awareness of cultural diversity and its implications for society and education. # Be leaders and advocates in education, responsive to legislation, policy and the global human rights issues of participation, access and inclusion. # 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> <ul style="list-style-type: none"> 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.6 Information and Communication Technology (ICT) 3.1 Establish challenging learning goals 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/ carers in the educative process 4.1 Support student participation 4.5 Use ICT safely, responsibly and ethically 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning 7.1 Meet professional ethics and responsibilities 7.4 Engage with professional teaching networks and broader communities
Assessment:	Three on-line reading tasks, 1600 words in total, due mid semester, 40% Curriculum project, 2400 words, due late semester, 60% This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
Prescribed Texts:	Collection of readings
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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