

EDUC90493 Arts and Artistry:Studio to Classroom

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 hours Total Time Commitment: 170 hours						
Prerequisites:	This subject may only be taken by # Master of Teaching (Secondary) students who are undertaking the Music Learning Area # Master of Teaching (Primary) students who have completed the following subject <table border="1" data-bbox="387 622 1485 768"> <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>	Subject	Study Period Commencement:	Credit Points:	EDUC90372 Primary Arts Education	July	12.50
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EDUC90372 Primary Arts Education	July	12.50					
Corequisites:	None						
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><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> </p>						
Coordinator:	Dr Marnee Watkins, Ms Jennifer Stevens-Ballenger						
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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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <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%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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>