



## COURSE OUTLINE

# EDU337 Teaching Junior Secondary Arts

**Course Coordinator:** Rachael Dwyer (rdwyer@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course builds capacity to design and recognise effective pedagogy within the Arts (Music, Drama, Visual Arts, Dance and Media Arts) for Years 7 - 10. You organise and plan lessons using the Australian Curriculum for the Arts, apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories, culture or languages into learning activities and reflect on your developing teaching practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – A weekly pre-recorded lecture is available through Blackboard.	2hrs	Week 1	10 times
<b>Tutorial/Workshop</b> – You are expected to attend and participate in weekly scheduled tutorials.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Australian curriculum: Arts
- Key reports, policy and initiatives relating to the Arts teaching areas
- Strategies for differentiating teaching to meet the specific learning needs of students in the Arts
- Concepts, principles and structure of arts pedagogy including content and teaching strategies for the different Arts strands of Dance, Drama, Media Arts, Music and Visual Arts
- Aboriginal and Torres Strait Islander histories, culture and languages
- Theories, philosophies and approaches to learning in The Arts
- Embedding literacy and numeracy learning within The Arts
- ICT applications in teaching and learning in The Arts

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p><b>1</b> Demonstrate knowledge and understanding of curriculum frameworks, teaching strategies linked to a specific Arts teaching area, and the importance of literacy, numeracy and ICT.</p>	Knowledgeable	2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies
<p><b>2</b> Design and plan learning sequences for Year 7 -10 students in Dance, Drama, Media Arts, Music or Visual Arts, demonstrating an understanding of the learning needs of diverse students, including the Aboriginal and Torres Strait Islander students.</p>	Ethical	1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 4.1 - Support student participation
<p><b>3</b> Collaborate with peers to deliver learning experiences, demonstrating an understanding of informal assessment.</p>	Empowered	3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 4.2 - Manage classroom activities 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 6.3 - Engage with colleagues and improve practice

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4 Analyse and evaluate theory and research about teaching and learning in a specific Arts area, connecting theory and practice.	Knowledgeable Creative and critical thinker	1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements
5 Reflect on learning within the course, including future personal and professional development needs.	Engaged Sustainability-focussed	6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.4 - Apply professional learning and improve student learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program (AE304 and a Screen Media, Drama or Theatre and Performance Major, or a Music Studies, Screen Media Studies or Theatre and Performance Studies Extended Minor)

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

## 6.2. Details of early feedback on progress

Feedback on Task 1 will be communicated verbally following the presentations in Week 3. Students who do not perform well in this task will be invited to meet with the course coordinator to clarify expectations and make a plan for successful completion of the course.

## 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Group	30%	15 minutes	Week 3	In Class
All	2	Plan	Individual	40%	2500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1000 words	Week 10	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Student-centred learning workshop

<b>GOAL:</b>	The goal of this task is for you to engage your peers in an interactive learning experience in your Arts discipline, applying theories of student-centred learning	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>Using your knowledge of a specific student-centred approach to learning, you and your teaching partner are to lead your peers in a 15-minute interactive activity (or series of activities) suitable for Year 7/8 Arts students.</p> <p>You should ensure that there are opportunities students of a diverse range of backgrounds and skill levels to participate. You should briefly outline what has been covered previously and possible future directions. The 'students' (your peers) must be actively engaged in Making and/or Responding during the workshop. You should identify the relevant content descriptors from the Australian Curriculum: The Arts that the activities will address. You should also include opportunities to monitor student learning/informally assess during your workshop.</p> <p>You will submit your lesson plan (using the template provided) on the due date, although you may not present on this day.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of a specific teaching strategy that facilitates student-centred learning <b>1</b>
	2	Planning and organisation of teaching, including informal assessment/monitoring of student learning <b>2 3</b>
	3	Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation) and oral (pace, tone, eye-contact, appropriate visual aids) forms

### All - Assessment Task 2: Lesson sequence

<b>GOAL:</b>	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons in the Arts for Year 7 -10 students																		
<b>PRODUCT:</b>	Plan																		
<b>FORMAT:</b>	<p>This task involves designing and planning an engaging sequence of three 70-minute lessons for a Year 9/10 class including a rationale for the approach you have taken. You will be given a scenario, which includes information about prior learning and achievement results of the students. The lessons should:</p> <p>Include Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline.</p> <p>Cater for a diverse range of learners and enable them to successfully interact with new knowledge.</p> <p>Include at least one literacy and one numeracy activity within the lesson plans,</p> <p>Incorporate effective use of ICT relevant to the Arts learning activities you have devised.</p> <p>These lesson plans should be consecutive, and should include activities that are organised sequentially and ensure a balance between Making and Responding.</p> <p>Your rationale (500 words) should justify your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings and the curriculum documents. Examples and templates will be provided.</p>																		
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstration of knowledge of Arts curriculum frameworks</td><td>1</td></tr><tr><td>2</td><td>Demonstration of knowledge the Australian Curriculum General Capabilities, and Cross-Curriculum Priorities</td><td>1</td></tr><tr><td>3</td><td>Planning and organising learning experiences and assessment</td><td>2</td></tr><tr><td>4</td><td>Written communication skills and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy</td><td></td></tr><tr><td>5</td><td>Justify choices made in the learning experiences, making connections between theory and practice</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstration of knowledge of Arts curriculum frameworks	1	2	Demonstration of knowledge the Australian Curriculum General Capabilities, and Cross-Curriculum Priorities	1	3	Planning and organising learning experiences and assessment	2	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy		5	Justify choices made in the learning experiences, making connections between theory and practice	4
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### All - Assessment Task 3: Journal of professional learning and reflection

<b>GOAL:</b>	The goal of this task is to enable you to examine and reflect on your development as a teacher of the Arts to students in Years 7 - 10
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	<p>You will commence your Professional Journal at the start of the course, and use this to document your development as a teacher of the Arts to students in Years 7 - 10. You will reflect on:</p> <p>your experience of collaboration in Task 1 and how you may apply this to your professional context as an Arts teacher</p> <p>how you have been able to embed Aboriginal and Torres Strait Islander histories, cultures or perspectives into your Task 2 lessons and the effectiveness of your approach.</p> <p>strategies that you have incorporated into your lesson plans to develop literacy and numeracy skills within your discipline and make recommendations for future application of these into your teaching practice.</p> <p>It is essential that this journal includes reflection how your learning in this course will impact on your future practice, as well as accurate evaluation of your strengths and weaknesses, and clearly articulated actions for your professional development.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	1
	2	5
	3	5
	4	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.8. General Enquiries

#### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manly and Tallon Street, Caboolture

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