



COURSE OUTLINE

EDU349 Teaching Arts in Primary School

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

2021 | Semester 1

USC Sunshine Coast
USC Caboolture
USC Fraser Coast
USC Gympie

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

You will investigate the Australian Curriculum: The Arts (Dance, Drama, Media Arts, Music, Visual Art) in the Primary school. You will work collaboratively to design learning and teaching that responds to diverse learners within your classroom including Aboriginal and Torres Strait Islander learners. You will engage in teaching an arts experience to your colleagues that demonstrates your understanding of the content, structures and teaching strategies for the Arts learning area. You will also create a learning and teaching resource for one or two strands of the Arts curriculum.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – Pre-recorded lecture (Online)	2hrs	Orientation week	10 times
Tutorial/Workshop – You are expected to attend and participate in weekly scheduled tutorials.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Arts Curriculum for Primary School
- Contemporary issues in Arts education
- Designing, planning, delivering, assessing and reporting cross curricular learning experiences, including The Arts
- Engaging all learners in the Arts
- Australian Curriculum-based artistic practice
- Aboriginal and Torres Strait Islander cultures and perspectives
- Integrated curricular, cross-curricular and wider educational priorities

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>1 Articulate and apply knowledge and understanding of Arts curriculum, assessment, theory, pedagogy and practice.</p>	<p>Knowledgeable</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting</p>
<p>2 Create engaging and age appropriate learning experiences in Arts that respond to diverse learners and respects the cultural heritage of Aboriginal and Torres Strait Islander learners in years P-6</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>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 1.6 - Strategies to support full participation of students with disability 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 3.6 - Evaluate and improve teaching programs</p>
<p>3 Collaborate with colleagues to plan and design authentic assessment in the Arts discipline that includes moderation and reporting procedures.</p>	<p>Knowledgeable Empowered Engaged</p>	<p>3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.5 - Report on student achievement 6.3 - Engage with colleagues and improve practice</p>

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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>4 Analyse and reflect on the place and purpose of Arts education (Primary) at the local, state and national level.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>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 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.6 - Information and Communication Technology (ICT) 7.2 - Comply with legislative, administrative and organisational requirements 7.4 - Engage with professional teaching networks and broader communities</p>

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 ED304, ED306

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU414

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

The quiz in Week 3 of this course will provide early feedback. Students who do not perform well on this task will be invited to meet with the course coordinator to discuss 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	Quiz/zes	Individual	20%	500 words equivalent	Week 3	Online Test (Quiz)
All	2	Oral	Individual	40%	1000 words equivalent	Week 6	Online Assignment Submission
All	3	Portfolio	Group	40%	2000 words equivalent, 10 minute presentation	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The goal of this task is to demonstrate your understanding of the Australian Curriculum: The Arts, and the introductory course readings		
PRODUCT:	Quiz/zes		
FORMAT:	You will complete an online quiz containing 20 multiple-choice, multiple answer, true/false and fill-in-the-blank questions drawn from the Australian Curriculum: The Arts, the lecture materials, and the introductory course readings that are available on Blackboard. Sample questions will be provided on Blackboard. You will complete the quiz in your tutorial in Week 3. You may use your own device, or contact the course coordinator to request the use of a University-owned device.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of relevant curriculum, theory and pedagogy	1

All - Assessment Task 2: Video Presentation

GOAL:	The goal of this task is to develop and present a succinct analysis of a key issue related to Arts education in Primary school		
PRODUCT:	Oral		
FORMAT:	<p>In preparing this assessment task, you will conduct a review and analysis of Arts education research literature, policy, curriculum and practice. Through the analysis, you will identify potential opportunities and challenges for the successful implementation of Arts Curriculum in the primary classroom. You will identify a specific issue related to Arts education in Primary schools on which to focus.</p> <p>Your analysis will be presented as a video presentation, which may be slides and narration, or in an animated or live action format. Exemplars of possible presentation formats will be provided. You must submit your work as a video file through Blackboard. Detailed instructions and advice will be provided, and you are encouraged to follow these closely.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of literature, policy and curriculum within Arts education (Primary)	1
	2	Analysis of the a specific issues related to the place and purpose of Arts education in Primary school	4
	3	Oral, written and visual communication skills and academic literacies including expression, tone, pace (oral), grammar, spelling, punctuation (written), APA referencing conventions, and appropriate visuals	

All - Assessment Task 3: Assessment task and scaffolding

GOAL:	The goal of this task is to design and plan a sequence using the Australian Curriculum (Primary): The Arts.	
PRODUCT:	Portfolio	
FORMAT:	<p>Submission: Written due Week 8 Presentation: In tutorials in Weeks 9 and 10</p> <p>You are a teacher at a school and you are to develop a new assessment task, for your own class and for your teaching colleagues to implement in their classrooms. This must cover one or two of The Arts subjects and at least one other area. In a group of 3, you will prepare the following five components for submission:</p> <ol style="list-style-type: none"> 1. An assessment task that follows on from the lesson sequence, including an age-appropriate task sheet and marking guide (GTMJ, rubric, etc). Detailed instructions on how to do this will be provided in lectures, tutorials and on Blackboard. 2. A model response to the assessment task, completed individually by each group member (or one group response for a group task), marked using your marking guide. You should submit written feedback suitable for students/parents to report on how the work meets the criteria. 3. An outline of how you will scaffold the learning to prepare the students to successfully complete the assessment task. This may be a worksheet/workbook, a description of a series of learning experiences, or another format. The outline should demonstrate relevant learning objectives from the Australian Curriculum (Primary): The Arts and other Learning Areas. You will include examples of how you might also informally assess students' achievements and understandings. Included should be descriptors/elaborations and key aspects that will be informally assessed and moderated for consistent judgements that may demonstrate student achievement of the Arts lessons. 4. Peer assessment and feedback: In Week 9 and 10 tutorials, you will need to share your work with your tutor and a peers who will moderate the model response using your marking guide. 5. A work diary, which outlines the contribution you and your group members made to the submitted work. <p>Before you begin, you will need to:</p> <ul style="list-style-type: none"> • Nominate the Band (3-4 or 5-6) and Arts subject from the Australian Curriculum: The Arts and the other learning areas • Identify the content descriptors and relevant achievement standards (or parts of) <p>Your material should be compiled for submission using a web-based format, OneNote or other portfolio tool. Suggestions and guidance for submission are provided on Blackboard.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Plans and designs an age-appropriate assessment task that aligns with the curriculum 3
	2	Designs a marking guide that aligns with the curriculum and the task, describes expected standards of achievement, and demonstrates knowledge of reporting and feedback processes 3
	3	Applies Arts pedagogical knowledge to create learning experiences that support students' successful completion of the assessment task 1 2
	4	Produces a model response to the task that demonstrates Arts knowledge and skills 1
	5	Participates in moderation processes, demonstrating curriculum knowledge 3
	6	Written and oral communication including grammar, English expression, and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral)

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Judith Dinham	2019	Delivering Authentic Arts Education	Cengage Learning

8.2. Specific requirements

Personal Art materials including visual art diary, coloured pencils or textas, glue and scissors. A list of essential free mobile applications to be downloaded is available on Blackboard. Recommended: guitar or ukulele.

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.

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 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 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 Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au