USC

COURSE OUTLINE

EDU725 Teaching Junior Secondary Arts 1

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.

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1. What is this course about?

1.1. Description

This course builds capacity to design and discern effective pedagogy within The Arts (Dance, Drama, Media Arts, Music, Visual 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, evaluate and adapt learning, in order to engage Junior Secondary students. You will develop deep knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – A weekly pre-recorded lecture is available through Blackboard.	2hrs	Week 1	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 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 Music, Drama, Visual Arts, Dance and Media 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 in Years 7 - 10

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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
1 Demonstrate deep knowledge and synthesis of curriculum frameworks, teaching strategies linked to a specific Arts teaching area, and the importance of literacy, numeracy and ICT.	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
2 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.	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 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 4.1 - Support student participation 5.4 - Interpret student data 5.5 - Report on student achievement
3 Collaborate with peers to deliver learning experiences, demonstrating an understanding of informal assessment.	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

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
4 Critically analyse and evaluate theory and research about teaching and learning in a specific Arts area, connecting theory and practice.	Creative and critical thinker 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 1.6 - 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 Critically 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 ED706 and a Dance, Drama, Media Arts, Music or Visual Arts Teaching area

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%	20 minutes	Week 3	In Class
All	2	Plan	Individual	40%	3000 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical analysis and demonstration of a pedagogical approach

GOAL:	The goal of this task is for you to critically analyse a pedagogical approach, present your analysis to your peers, and demonstrate the approach in an interactive format
PRODUCT:	Oral
FORMAT:	Using your knowledge of student-centred approaches to learning, you and your teaching partner are to deliver a 20-minute presentation that presents a critical analysis of a pedagogical approach suitable for Year 7/8 Arts students. You will begin with a succinct presentation of your analysis, using the format provided on Blackboard. You will then engage your peers in an interactive workshop that demonstrates the strengths and/or limitations of the approach. 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 will submit your lesson plan (using the template provided) and a written summary of your analysis through Blackboard.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of a specific pedagogical strategy that facilitates student-centred learning.	2
	2	Analysis and evaluation of a specific pedagogical strategy	4
	3	Planning and organisation of teaching, including informal assessment/monitoring of student learning	3
	4	Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation, APA referencing conventions) and oral (pace, tone, eye-contact, appropriate visual aids) forms.	

All - Assessment Task 2: Lesson Planning and Teaching a Lesson Segment

GOAL:	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons and to teach a lesson segment i the Arts to Year 7 -10 students.
PRODUCT:	Plan
FORMAT:	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 and the assessment tasks which they would lead to. The lessons should:Include Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline. Cater for a diverse range o learners and enable them to successfully interact with new knowledge. at least one literacy and one numeracy activity within th lesson plans, effective use of ICT relevant to the Arts learning activities you have devised.These lesson plans should be consecutive, and should include activities that are organised sequentially and ensure a balance between the over-arching organisers of the Arts curriculum: making and responding in the Arts.Your rationale (1000 words) should include references to the course readings and the curriculum documents, and should justify your choices of pedagogy, curriculum content, assessment and resources. Examples and templates will be provided.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstration of thorough knowledge of Arts curriculum frameworks	①
	2	Demonstration of thorough knowledge the Australian Curriculum - General Capabilities, and Cross-Curriculum Priorities	①
	3	Planning and organising learning experiences and assessment in ways that promote student learning	②
	4	Justification of pedagogy, resources and assessment choices, critically analysing and synthesising theory and practice.	④
	5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	

All - Assessment Task 3: Journal of professional learning and reflection

GOAL:	The goal of this task is to enable you to examine and reflect on your development as an inspiring teacher of the Arts to students in Years 7 - 10.
PRODUCT:	Written Piece
FORMAT:	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: • how you have been able to embed Aboriginal and Torres Strait Islander histories, cultures or perspectives into your Task 2 lessons, your knowledge of this area, and areas for your future learning. • 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. • at least one other key area of your learning from the course content. 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. Your reflections must demonstrate deep and critical engagement with the curriculum documents, theory and research presented in the course, including the broader social, historical and political contexts in which your future practice will be situated.

CRITERIA:	No.		Learning Outcome assessed
	1	Explanation, documentation and synthesis of your approach to teaching Junior Secondary Arts, with justification of approach with critical analysis of evidence from the literature	1
	2	Critical reflection on learning, including recognition of broader social, historical and political context and implications for future practice	5
	3	Identification of specific professional learning needs	5
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	

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

Nil

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