



COURSE OUTLINE

EDU727 Teaching Senior Secondary Arts 1

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

2021 | Semester 2

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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Arts (Dance, Drama, Media Arts, Music, Visual Arts) learning area. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within The Arts.

1.2. How will this course be delivered?

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

1.3. Course Topics

- Senior curriculum documents in the Arts
- Curriculum planning and alignment of content, pedagogy and assessment
- Teaching and learning strategies for engagement
- Assessment and reporting practices in the Senior Phase
- Dimensions of aesthetic experience and significance of Arts education
- Integrating resources including ITCs into teaching the Arts
- Literacy and numeracy in the Arts

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
<p>1 Apply deep knowledge of arts practice, pedagogy and curriculum through designing innovative learning sequences that use a range of teaching and learning strategies.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources</p>
<p>2 Design and implement masterful teaching and learning strategies, that incorporate, ICT, literacy, numeracy and 21-century skills for senior secondary students.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Critically theorise and reflect on effective teaching in the Arts as well as philosophies, methods and approaches, and the significance of Arts education in the Senior Phase of learning.</p>	<p>Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 6.1 - Identify and plan professional learning needs 6.3 - Engage with colleagues and improve practice</p>
<p>4 Apply the principles of assessment that measure senior students' progress towards achievement standards in senior secondary, demonstrating deep understanding of moderation, feedback and reporting.</p>	<p>Creative and critical thinker</p>	<p>5.1 - Assess student learning 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</p>
<p>5 Create oral and/or written communication concerning curriculum teaching, learning and assessment in senior secondary Arts for classroom and professional contexts.</p>	<p>Knowledgeable</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 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

Lecturer and peer feedback for Task 1 will be given prior to Week 4.

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	Artefact - Creative, and Written Piece	Individual	30%	1800 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Individual	20%	20 multiple choice questions	Week 6	Online Test (Quiz)
All	3	Practical / Laboratory Skills, and Written Piece	Individual and Group	50%	2000 word lesson plan sequence 15 minute teaching segment	Refer to Format	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Assessment Task Model Response and Critical Reflection

GOAL:	The goal of this task is for you to demonstrate your capacity to critically reflect on your learning by undertaking an assessment, marking and moderation cycle.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	<p>You will write a critical reflection on your experiences of completing, marking and moderating one of the Internal Assessment (IA) tasks within Units 3 in your teaching area.</p> <p>Preparation:</p> <p>You will complete a model response to the task - the artistic work and any supporting documentation that students would be expected to submit. Subject specific advice will be provided on Blackboard. You will bring your work to the Week 4 tutorial, where you will engage with your colleagues to discuss the marking and moderation of your work using the Instrument-specific Marking Guide (ISMG) for the task. You will then develop feedback appropriate to provide to students/parents.</p> <p>Submission:</p> <p>Following the Week 4 tutorial, you will write a 1800-word critical reflection on the process you have undertaken. This written piece will include references to the syllabus and relevant literature, to demonstrate your capacity to connect your own experiences with the wider field of your discipline and education.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Applied deep knowledge and skills of Arts practice, curriculum content and assessment practices 1 4
	2	Critically reflect on and make connections between theory and personal learning experiences 3
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 5

All - Assessment Task 2: Senior Secondary Curriculum Knowledge Quiz

GOAL:	The goal of this task is to demonstrate your knowledge of the senior secondary lecture topics.				
PRODUCT:	Activity Participation				
FORMAT:	<p>You will participate in a 25-minute online Quiz during your lecture in week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including:</p> <ul style="list-style-type: none"> • History of senior schooling in Queensland • Types of senior secondary syllabuses • Role of cognitive verbs in senior secondary syllabuses and assessment • Curriculum design and alignment • ATAR and QCE processes for senior secondary • Access and reasonable adjustment for senior secondary assessment • Diagnostic, formative, summative assessment and reporting in senior secondary • Summative assessment feedback and moderation practices in senior secondary • The role of literacy and numeracy and 21st century skills in senior secondary <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>				
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices. 1 4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices. 1 4
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All - Assessment Task 3: Arts Lesson Sequence and Teaching Segment

GOAL:	The goal of this task is to sequence of Senior lessons in your Arts discipline and teach a segment of one lesson.	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
FORMAT:	<p>Submit: Lesson Plans: Wednesday 5pm Week 9 Presentations: Weeks 9 - 10.</p> <p>This task has 3 inter-related components:</p> <p>A: Review of Teaching, Learning and Assessment Plan You will use your knowledge and understanding of curriculum requirements review a provided Teaching Learning and Assessment Plan (TLAP). This review will consider the alignment with the Queensland Curriculum Senior Syllabus requirements for your teaching area, the syllabus objectives and assessment tasks in the unit. Time will be allocated during your Week 6 tutorial to complete the review template available on Blackboard. This component is formative and you will be given feedback to inform your work in Part B.</p> <p>B: Arts lesson sequence and rationale Based on the TLAP you reviewed, you will design a sequence of three consecutive 70-minute lessons. Your lessons must adhere to Queensland Curriculum requirements in your Arts discipline. You will indicate opportunities for formative feedback, and ensure that the lesson are aligned with the summative assessment task/s for the unit. You will also incorporate literacy and numeracy activities appropriate for the Arts. Your rationale will justify the choices of pedagogy, teaching strategies and resources, demonstrating how you have considered the syllabus objectives, differentiation and student engagement.</p> <p>C: Teaching segment Finally, you will present a 10-minute segment of one of your lessons in the tutorial, as if you were teaching it to Senior students. In the teaching segment you will include appropriate use of ICTs for the teaching of Senior Phase Arts curriculum.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Application of knowledge of Arts curriculum content	1
	2 Evidence of a range of pedagogical approaches, including incorporation of literacy, numeracy and ICT learning	2
	3 Use of literature to support practice in rationale.	3
	4 Communication skills – Written and oral with multimodal support.	5

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.

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