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 Course topics
- Australian Arts Curriculum for Primary School
- Planning and writing Arts curriculum lessons
- 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 priority
- Teaching and designing Arts experiences through collaboration

2. What level is this course?
300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate knowledge and understanding of Arts curriculum, assessment, theory, pedagogy and practice.</td>
<td>Task 1, Task 2, Task 3</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>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</td>
<td>Task 3</td>
<td>Creative and critical thinkers. Knowledgeable.</td>
</tr>
<tr>
<td>Collaborate with colleagues to plan, design and deliver authentic and engaging learning, teaching and assessment in the Arts discipline</td>
<td>Task 3</td>
<td>Knowledgeable. Empowered. Engaged.</td>
</tr>
<tr>
<td>Analyse and reflect on Arts education (Primary) at the local, state and national level.</td>
<td>Task 2, Task 3</td>
<td>Knowledgeable Creative and critical thinkers</td>
</tr>
</tbody>
</table>

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 Enrolment restrictions
Enrolled in ED304, ED306, UU301 or XU301

5.2 Pre-requisites
N/A

5.3 Co-requisites
N/A

5.4 Anti-requisites
EDU414

5.5 Specific assumed prior knowledge and skills (where applicable)
N/A

6. How am I going to be assessed?

6.1 Grading scale
Standard – 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
Course Outline: EDU349  Teaching Arts in the Primary School

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Quiz</td>
<td>Individual</td>
<td>20%</td>
<td>500 words equivalent</td>
<td>During Week 3 tutorial</td>
<td>Blackboard</td>
</tr>
<tr>
<td>2</td>
<td>Video Presentation</td>
<td>Individual</td>
<td>40%</td>
<td>1000 words equivalent</td>
<td>Friday Week 6</td>
<td>Blackboard (Video Vault)</td>
</tr>
<tr>
<td>3</td>
<td>Assessment Task and Scaffolding</td>
<td>Group</td>
<td>40%</td>
<td>2000 words equivalent</td>
<td>Friday Week 8</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 minute presentation</td>
<td>Weeks 9 and 10</td>
<td>In Tutorial</td>
</tr>
</tbody>
</table>

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:** Arts theory and curriculum quiz

**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, 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:**
1. Knowledge and understanding of relevant curriculum, theory and pedagogy.

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Developing</td>
</tr>
<tr>
<td>Information literacy</td>
<td>Developing</td>
</tr>
</tbody>
</table>

Assessment Task 2: Analysis 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:** Video Presentation

**Format:** In preparing this assessment task, you will conduct an environmental scan of Arts education (Primary). This process will be outlined and modelled in lectures. Through the analysis of literature, policy, curriculum and practice, 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. 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 via Blackboard VideoVault. Detailed instructions will be provided, and you are encouraged to follow these closely. Submission difficulties will not be considered an acceptable reason for waiving late submission penalties.
Course Outline: EDU349  Teaching Arts in the Primary School

Criteria:
1. Knowledge and understanding of literature, policy and curriculum within Arts education (Primary), which is used to make a coherent argument.
2. Analysis of the purpose of Arts education in Primary school.
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.

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Developing</td>
</tr>
<tr>
<td>Information literacy</td>
<td>Developing</td>
</tr>
<tr>
<td>Applying technologies</td>
<td>Developing</td>
</tr>
</tbody>
</table>

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: An assessment task description with finished sample student response, with reflections and group presentation.

Format: 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.
1. An outline of how you will scaffold the learning for the students. 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 that may demonstrate student achievement of the Arts lessons.
2. An assessment task that follows on from the lesson sequence, including an age-appropriate task sheet and GTMJ. Detailed instructions on how to do this will be provided in lectures, tutorials and on Blackboard.
3. A model response to the assessment task, completed individually by each group member (or one group response for a group task).
4. Peer assessment and feedback: In Week 9 and 10 tutorials, you will need to share your work with your tutor and a small group of peers who will provide feedback. You will also need to provide feedback on another group’s work.
5. A work diary, which outlines the contribution you and your group members made to the submitted work.

Before you begin, you will need to:
- 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)

You will need to consider how you will present this work for submission. A web-based format, OneNote or other portfolio tool will allow you to include audio and video material, but you can also link to this material in a word document. Suggestions and guidance for submission are provided on Blackboard.
Course Outline: EDU349  Teaching Arts in the Primary School

Criteria:

1. Applies Arts pedagogical knowledge to outline learning experiences that support student success
2. Designs an age-appropriate assessment task that aligns with the learning experiences
3. Selects appropriate curriculum content descriptions and achievement standards that align with the assessment task
4. Demonstrates knowledge and understanding of Arts curriculum by offering feedback to peers
5. Works collaboratively with others
6. Written and oral communication including grammar, English expression, and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral)

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>Developing</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Developing</td>
</tr>
<tr>
<td>Communication</td>
<td>Developing</td>
</tr>
</tbody>
</table>

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.3 Course content

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Directed Study Activities</td>
</tr>
<tr>
<td>Module 1 Weeks 1 - 6</td>
<td>Critical analysis and practical exploration of Arts education (Primary).</td>
<td>Exploration of The Arts and their place in the Australian Curriculum for Primary. Intercultural understanding and The Arts. Hands-on workshops to develop techniques, skills, classroom practice and resources</td>
</tr>
<tr>
<td>Module 2 Weeks 7 – 8</td>
<td>Creating and demonstrating authentic Arts lessons and assessment. Catering for diverse groups using a range of teaching strategies, inclusive practices and effective pedagogies.</td>
<td>Exploration of The Arts and its application across the Australian Curriculum for Primary. Planning for cross cultural connections. Hands-on workshops to develop techniques, skills, classroom practice and resources.</td>
</tr>
<tr>
<td>Module 3 Weeks 9 - 10</td>
<td>Reflection on opinions and practices in Arts education (Primary).</td>
<td>Reflective practice.</td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

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

Please note that 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)
Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

8.3 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. Optional: guitar or ukulele.

9. Risk management
Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct
10.3 Assessment: Submission penalties
Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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

10.6 General Enquiries
In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- 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

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au
### 10.7 School Specific Information

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory</td>
</tr>
<tr>
<td>Task 1: Online Quiz</td>
<td></td>
</tr>
<tr>
<td>Task 2: Video Presentation</td>
<td></td>
</tr>
<tr>
<td>Task 3: Assessment task and scaffolding</td>
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