



Course Outline

Code: EDU726

Title: Teaching Junior Secondary Arts 2

Faculty:	Science, Health, Education and Engineering
School:	Education
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Dr Rachael Dwyer
Course Moderator:	Dr Ken Young

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 is only for students who have two teaching areas in the Arts. Learning experiences embedded in a Junior Arts Education Lab will extend knowledge and understanding of content in EDU7XX Teaching Junior Secondary Arts and enrich your repertoire of pedagogical approaches for this second Arts teaching area and for integration of the Arts. Your creativity and initiative are continuously applied to new learning opportunities, whilst collegial collaboration and feedback will contribute to your capacity to evaluate and apply best practice in teaching of the Junior Secondary Arts.

1

.2 Course topics

- Australian curriculum: The Arts, focusing on the Strand of the Arts relevant to your second teaching area - Music, Drama, Visual Arts, Dance or Media Arts
- Arts integration and creativity in Junior Secondary
- Differentiation for optimal learner engagement in the Arts
- Pedagogy, curriculum design and effective teaching strategies for the second teaching area
- Team-teaching and 'impromptu teaching' in supportive Junior Arts Education Lab environment
- Collaborative teaching practices and peer review
- Video Journal Documentation of pre-service Arts teacher's journey
- Critical reflection on professional practice

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
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3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate knowledge of key curriculum and assessment frameworks linked to a specific Arts strand and to integrated Arts learning in Years 7–10.	Task 1: Integrated Arts Feature Article Task 1 Task 2 Task 3	Empowered. Empowered.
Combine organisational, planning and critical reflection skills in order to demonstrate your evolving development as an Arts Educator for Years 7–10 students.	Task 1: Integrated Arts Feature Article Task 2a and 2b: Multi-media Arts Lab Journal and Lesson Segment Task 1 Task 2 Task 3 Task 1 Task 2 Task 3	Empowered. Empowered. Engaged. Engaged.
Apply knowledge of specific strategies and teaching knowledge to engage in Year 7-10 students in Drama, Visual Arts, Dance, Media Arts or Music.	Task 1: Integrated Arts Feature Article Task 2a and 2b: Multi-media Arts Lab Journal and Lesson Segment Task 2 Task 3 Task 2 Task 3	Empowered. Empowered.
Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	Task 1 Task 2a and 2b: Multi-media Arts Lab Journal and Lesson Segment Task 3: Professional Practice Portfolio Task 2 Task 3 Task 1 Task 2 Task 3	Engaged. Engaged.

Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

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

This course is only available to students enrolled in ED706 Master of Teaching (Secondary) and with an Arts teaching area. This course is only available to students enrolled in ED706 Master of Teaching (Secondary) and with two Arts teaching area.

5.2 Pre-requisites

N/A

5.3 Co-requisites

EDU725 Teaching Junior Secondary Arts 1

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

Specialist knowledge of one of the strands of the Arts from previous undergraduate studies. Specialist knowledge of one of the strands of the Arts from previous undergraduate studies.

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 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Integrated Arts Feature Article	Individual	30%	2000 words	Friday 5pm Week 4 Friday 5pm Week 4	Blackboard (SafeAssign)
2	Case study report	Individual	30%	2000 words	Friday 5pm Week 7	BlackBoard (SafeAssign)
3	Learning Sequence and Assessment Plan	Individual	40%	2500 words	Week 10	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Integrated Arts Feature Article

Goal:	The goal of this task is to demonstrate your knowledge and understanding of the integrated approach to teaching the Arts in Years 7 – 10 and your capacity to research and evaluate theory and practical application.	
Product:	Integrated Arts Feature Article	
Format:	Your 2000 words feature article will examine and debate the following considerations: integration of your second teaching area (Music, Drama, Visual Arts, Dance or Media Arts) with other Strands of the Arts in Years 7 -10; current curriculum frameworks and policy directives; the creation of learning experiences that engage students; the relevance of literacy and numeracy learning activities in the Arts; and how ICT can effectively enhance an integrated approach to the Arts. You will incorporate references appropriately for an article published in a professional journal utilising APA referencing style.	
Criteria:	<ol style="list-style-type: none"> 1. Demonstrate knowledge of key Arts curriculum frameworks and your understanding philosophies of Arts learning in Years 7 – 10. 2. Demonstrate critical reflection skills in order to demonstrate your evolving development as an Arts Educator. 3. Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. 	
Generic skill assessed		Skill assessment level
Problem solving		Specialised

Assessment Task 2: Case Study Report

Goal:	The goal of this task is to demonstrate your knowledge and understanding of how key Arts curriculum frameworks are enacted in a school classroom	
Product:	Report	
Format:	<p>This task requires you to undertake at least 10 hours of classroom observations in a Year 7-10 classroom in your Arts subject. The observation site is to be arranged by you, although you may seek advice and assistance from the course coordinator.</p> <p>Using the template available on Blackboard, you are to report on your observations, and critically question how the Arts curriculum and General Capabilities/Cross-Curriculum Priorities are enacted in the classroom, and how the subject is positioned in the school.</p>	
Criteria:	<ol style="list-style-type: none"> 1. Demonstrate knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10. 2. Demonstrate critical reflection skills in order to demonstrate your evolving development as an Arts Educator. 3. Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. 	
Generic skill assessed		Skill assessment level
Problem solving		Specialised
Communication		Specialised

Assessment Task 3: Learning Sequence and Assessment Plan

Goal:	The goal of this task is to design and justify a Learning and Assessment Sequence in your Arts subject, suitable for the school context from Task 1	
Product:	Plan	
Format:	<p>Using the report template provided on the course Blackboard site design a Learning and Assessment Sequence in your Arts for the school context from Task 1.</p> <p>You will need to submit the following:</p> <ul style="list-style-type: none"> • A justification of the decisions about pedagogy, resources and assessment, which is supported by evidence from the literature • Statements about how the cross-curriculum priorities and general capabilities are addressed, particularly Literacy, Numeracy, ICT and Aboriginal and Torres Strait Islander Perspectives. • Succinct descriptions of sample learning experiences, connected to the content descriptions • An assessment plan, including task sheets and GTMJs/marketing tools, connected to the achievement standard 	
Criteria:	<ol style="list-style-type: none"> 1. Demonstrate knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10. 2. Design assessment tasks that align with the learning experiences, with appropriate tools for measuring student achievement. 3. Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts. 4. Apply knowledge of specific strategies and teaching knowledge to engage in Year 7 -10 students. 5. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. 	
Generic skill assessed	Skill assessment level	
Communication	Specialised	
Collaboration	Specialised	

7. What are the course activities?**7.1 Directed study hours****7.2 Teaching semester/session(s) offered**

Sippy Downs: Semester 1 Sippy Downs: Semester 1

7.3 Course content

Teaching Week / Module	What key concepts/ content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1 Weeks 1 - 2	Learning and teaching theory, policy and pedagogy in your second teaching area of the Arts and the integrated Arts approach for Year 7–10 learners..	Australian Curriculum pertaining to the Arts and the integrated approach to Arts teaching in Years 7–10. Familiarisation with format and style of feature articles in professional education journals. Revision of Referencing (utilising APA reference style). Week 2: Junior Arts Education Lab 1 – ‘impromptu teaching’ of lesson segments in pairs or groups and how to document progress...	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research as appropriate to your specialized field of the Arts. Reading and understanding the National and State curriculum documents for the second teaching area. Commencement of documentation of ‘impromptu teaching’ of lesson segments for Task 3.
Module 2 Weeks 3 - 7	How to develop your confidence and capacity to teach Years 7–10 learners in the Arts: Music, Drama, Dance, Visual Arts and Media Arts.	This module will develop your confidence and capacity as an Arts teacher to learners in Years 7 - 10. Notions of team-teaching, collaboration and peer support in teaching the Arts are investigated. This module will include examples of authentic artistic assessment of student work as well as feedback and reporting for students, school and parents. Week 4: Junior Arts Education Lab 2 – ‘impromptu teaching’ of lesson segments in pairs or groups and informal feedback to each other on the experience of team-teaching. Week 6: Junior Arts Education Lab 3 – ‘impromptu presentation’ to outline the ways in which assessment and reporting can be used to improve student learning in a given unit of work (in pairs or groups) and informal feedback on the collaborative experience.	Task 1 due during this module (Week 4). Readings and viewings provided on Blackboard as stimulus activities for further independent study and research in both your second specialist field and across the Arts for the purpose of Arts integration. Continue to document impromptu teaching of lesson segments in Arts Education Labs for Task 3
Module 3 Weeks 8 - 10	Critical reflection on professional practice as an Arts teacher	Week 8: Junior Arts Education Lab 4 includes Task 2: Lesson Segment: Teaching the Arts collaboratively and Peer Review. Distribution of collated peer feedback for individual personal reflection. Weeks 9 and 10: Group work for Task 3: Multi-media Presentation: Arts Educator Evolution	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research. Task 2 and Task 3 completed during this module.

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)

N/A

8.2 Specific requirements

N/A

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

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Integrated Arts feature article	<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>
Task 2: Case study report	<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>6.4 Apply professional learning and improve student learning.</p>
Task 3: Learning and assessment sequence	<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>6.3 Engage with colleagues and improve practice.</p>

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion
EDU713 Individual Learner Needs
EDU715 Literacy and Numeracy across the Curriculum
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
EDU766 Assessing Learning
EDU714 Professional Experience: Managing Learning Environments
Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning
EDU718 Teacher as Researcher
EDU719 Teacher as Global Practitioner
EDU720 Professional Experience: The Professional Teacher