

Course Outline

Code: EDU777

Title: Teaching Arts in Primary School

School: Education
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Rachael Dwyer Email: rdwyer@usc.edu.au
Course Moderator: Dr Carol McCarthy Smith

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 will engage you in theoretical and practical studies of the five areas of The Arts Curriculum (Primary): Dance, Drama, Music, Visual Arts and Media Arts. Through an examination of current conditions for teaching Arts in primary schools at state, national and international levels, you will critically analyse the potential challenges and opportunities within Arts education. This course will also provide opportunities to explore, plan for and critically reflect on a range of Arts education (Primary) practices and pedagogies for the engagement of all learners.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
N/A	All assessments are required to be completed for professional accreditation.

1.3 Course topics

- Australian Arts Curriculum (Primary): Dance, Drama, Music, Visual Arts and Media Arts
- Contemporary issues in Arts education
- Designing, planning, delivering, assessing and reporting cross curricular learning experiences, including The Arts
- Australian Curriculum-based artistic practice
- Engaging all learners in The Arts
- Intercultural understanding and its application to The Arts
- Aboriginal and Torres Strait Islander histories, cultures and perspectives
- Critical reflection on Arts education in the primary classroom

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?

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:
Synthesize and apply knowledge and understanding of Arts curriculum, assessment, theory, pedagogy and practice.	Task 1 Task 2 Task 3	Knowledgeable.
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	Task 3	Creative and critical thinkers. Knowledgeable.
Collaborate with colleagues to plan, design authentic and engaging assessment in the Arts discipline that includes moderation and reporting procedures.	Task 3	Knowledgeable. Empowered. Engaged.
Critically analyse and reflect the place and purpose of Arts education (Primary) at the local, state and national level.	Task 2 Task 3	Knowledgeable. Creative and critical thinkers.

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 ED707 Master of Teaching (Primary).

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	20%	750 words equivalent	During Week 3 tutorial	Quiz (Online Test)
2	Oral	Individual	40%	1500 words equivalent	Friday Week 6	Online Assignment Submission
3	Portfolio	Group	40%	2500 words equivalent 10 minute presentation	Friday Week 8 Weeks 9 and 10	Online Assignment Submission with Plagiarism check
			100%			

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, and the introductory course readings that are available on Blackboard. There will also be one open-ended question with requiring a 200-300 word response. 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:	<ol style="list-style-type: none"> 1. Synthesis of seminal and recent literature, policy, curriculum and practice within Arts education (Primary). 2. Critical analysis of in the purpose of Arts education in Primary school. 3. Written communication including grammar, English expression and technical accuracy
Generic skill assessed	Skill assessment level
Communication	Specialised
Information literacy	Specialised

Assessment Task 2: Critical Analysis Presentation

Goal:	The goal of this task is to synthesise your knowledge, understanding and experiences of the art forms studied within tutorials (Dance, Drama, Music, Visual Arts and Media Arts) with seminal and contemporary literature and Australian Curriculum obligations.	
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 a Word document with a link to your video via Blackboard. Detailed instructions will be provided, and you are encouraged to follow these closely.</p>	
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and synthesis of a wide range of literature, policy and curriculum within Arts education (Primary) 2. Critical analysis of a specific issues related to the place and 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. 	
Generic skill assessed	Skill assessment level	
Communication	Specialised	
Information Literacy	Specialised	
Applying technologies	Specialised	

Assessment Task 3: Assessment task and sequence of lessons

Goal:	The goal of this task is to design and plan a sequence of learning experiences and an assessment task using the Australian Curriculum (Primary): The Arts.	
Product:	Portfolio	
Format:	<p>You are a teacher at a school and you are to develop a new assessment task and a sequence of three lessons, 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.</p> <p>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. 	

	<p>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.</p> <p>5. A work diary, which outlines the contribution you and your group members made to the submitted work.</p> <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:	<ol style="list-style-type: none"> Plans and designs an age-appropriate assessment task that aligns with the curriculum 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 Applies Arts pedagogical knowledge to create learning experiences that support students' successful completion of the assessment task Produces a model response to the task that demonstrates Arts knowledge and skills Participates in moderation processes, demonstrating curriculum knowledge Written and oral communication including grammar, English expression, and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral).
Generic skill assessed	Skill assessment level
Organisation	Specialised
Collaboration	Specialised
Communication	Specialised

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
USC Sunshine Coast	2 hour online learning; 2 hour workshop
Select location	Click here to enter directed study hours.

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:

Author	Year	Title	Publisher
Judith Dinham	2016/ 2019	Delivering Authentic Arts Education (3 rd or 4 th edition)	Cengage Learning

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 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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>

10.7 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

10.8 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: Online quiz	1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.5. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Task 2: Video Presentation	<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>2.4. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>7.2. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>
Task 3: Assessment task and sequence of Lessons	<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>1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>1.3. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4. Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>1.5. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</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>2.3. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.4. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</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>3.2. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</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>4.4. Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>

Overview of the Master of Teaching (Primary) Program	
Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession	
Developing professional knowledge and skills: EDU712 Diversity and Inclusion EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU717 Using Data for Learning EDU792 Professional Experience: Individual Learner Needs	Developing curriculum and pedagogy knowledge and skills: EDU767 Teaching Primary School English: Curriculum and Pedagogy EDU768 Teaching Mathematics in the Early Years EDU769 Teaching Science in Primary School EDU774 Teaching Primary School Mathematics EDU776 Teaching Reading and Writing in Primary School EDU777 Teaching Arts in the Primary Schools EDU778 Teaching History and Geography in Primary School EDU779 Teaching Health and Physical Education in Primary School EDU780 Teaching Technologies in Primary School
Synthesis of professional knowledge in practice and research: EDU718 Teacher as Researcher EDU720 Professional Experience: The Professional Teacher	