

# EDU337 Teaching Junior Secondary Arts

School: School of Education and Tertiary Access

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) 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 builds capacity to design and recognise effective pedagogy within your Arts teaching area (Dance, Drama, Media Arts, Music or 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, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories and culture into learning experiences and reflect on your developing teaching practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – You are required to attend and participate in weekly scheduled on-campus 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 Dance, Drama, Media Arts, Music and Visual 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

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

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 knowledge and understanding of curriculum frameworks, teaching strategies linked to a specific Arts teaching area, and the importance of literacy, numeracy and ICT.	Knowledgeable	2.1, 2.2, 2.5, 2.6, 3.2, 3.3
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, 1.2, 1.3, 1.4, 1.5, 3, 3.1, 3.2, 3.4, 4.1
3 Collaborate with peers to deliver learning experiences, demonstrating an understanding of informal assessment.	Empowered	3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.1, 5.2, 6.3
4 Analyse and evaluate theory and research about teaching and learning in a specific Arts area, connecting theory and practice.	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.4, 2.5, 2.6, 7.1, 7.2
5 Reflect on learning within the course, including future personal and professional development needs.	Engaged Sustainability-focussed	6.1, 6.2, 6.4, 7.1, 7.2
6 Use of oral and/or written communication for teaching, learning and assessment in junior secondary Arts for classroom and professional contexts.	Engaged	3.5, 5.2, 6.3, 7.3, 7.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: 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.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

**CODE COMPETENCY**

- 1.6 Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- 2.1 Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
- 2.2 Content selection and organisation: Organise content into an effective learning and teaching sequence.
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 2.6 Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
- 3 PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
- 3.1 Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- 3.3 Use teaching strategies: Include a range of teaching strategies.
- 3.4 Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 3.5 Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
- 4.1 Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.2 Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
- 4.4 Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
- 4.5 Use ICT safely, responsibly and ethically: 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.
- 5.1 Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
- 6.1 Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- 6.2 Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
- 6.3 Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
- 6.4 Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
- 7.1 Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.2 Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

CODE	COMPETENCY
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7.3 Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4 Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Enrolled in Program (AE304 and a Screen Media, Drama or Theatre and Performance Major, or a Music Studies, Screen Media Studies or Theatre and Performance Studies Extended Minor)

### 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 4. 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%	15 minutes	Week 4	In Class
All	2	Plan	Individual	40%	3 detailed lesson plans + 500 word rationale	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1000 words	Week 10	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Discipline-specific pedagogical appraisal and demonstration

<b>GOAL:</b>	The goal of this task is for you to present an analysis and demonstration of a student-centred pedagogical approach in the context of your Arts discipline.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>In a like-discipline pair, you are to identify a student-centred approach to learning that would elicit effective learning experiences for Year 7/8 students in your discipline. You are then to present a 15-minute workshop that presents a critical analysis of this pedagogical approach in this context, and demonstrates the approach in practice through a short lesson sequence.</p> <p>Your workshop presentation will firstly present your critical analysis of your chosen pedagogical approach (approximately 5-minutes) using the framework provided on Canvas. You and your teaching partner will then lead your peers in an interactive activity/ies (approximately 10-minutes) suitable for Year 7/8 students in your discipline area that shows this pedagogical approach in action.</p> <p>You are to plan your interactive activity/ies using the lesson template provided, and identify the relevant content descriptors from the Australian Curriculum: The Arts that these activities will address. The 'students' (your peers) must be actively engaged in making and/or responding during the workshop, and you should ensure that there are opportunities students of a diverse range of backgrounds and skill levels to participate.</p> <p>Your lesson planning and critical reflection is to be submitted to Canvas by the due date.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of a specific teaching strategy that facilitates student-centred learning <span style="float: right;">1 3</span>
	2	Analysis and evaluation of a specific pedagogical strategy <span style="float: right;">4</span>
	3	Planning and organisation of teaching, including informal assessment/monitoring of student learning <span style="float: right;">2</span>
	4	Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation) and oral (pace, tone, eye-contact, appropriate visual aids) forms <span style="float: right;">6</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Organisation	

## All - Assessment Task 2: Lesson sequence

<b>GOAL:</b>	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons in your Arts discipline for Year 9-10 students.																			
<b>PRODUCT:</b>	Plan																			
<b>FORMAT:</b>	<p>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. The lessons should be planned as so they:</p> <ul style="list-style-type: none"> <li>• embed Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline;</li> <li>• meet the needs of a diverse range of learners and provide opportunities for all students to succeed;</li> <li>• include meaningful links to literacy and numeracy within the lesson plans;</li> <li>• include opportunities for formative assessment; and</li> <li>• incorporate effective and safe use of ICT relevant to the Arts learning activities you have devised.</li> </ul> <p>These lesson plans are to be consecutive, should include activities that are organised sequentially, draw upon a range of pedagogical approaches, and ensure a balance between making and responding.</p> <p>You will also provide a rationale justifying your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings and the curriculum documents.</p>																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstration of knowledge of Arts curriculum frameworks</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstration of knowledge the Australian Curriculum General Capabilities, and Cross-Curriculum Priorities</td> <td>1</td> </tr> <tr> <td>3</td> <td>Planning and organisation of learning experiences and assessment</td> <td>2</td> </tr> <tr> <td>4</td> <td>Justification of choices made in the learning experiences, making connections between theory and practice</td> <td>4</td> </tr> <tr> <td>5</td> <td>Written communication skills and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy</td> <td>6</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstration of knowledge of Arts curriculum frameworks	1	2	Demonstration of knowledge the Australian Curriculum General Capabilities, and Cross-Curriculum Priorities	1	3	Planning and organisation of learning experiences and assessment	2	4	Justification of choices made in the learning experiences, making connections between theory and practice	4	5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	6	
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5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	6																		
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies																			

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

<b>GOAL:</b>	The goal of this task is to enable you to examine and reflect on your development as a teacher of the Arts to students in Years 7-10.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	<p>You are to complete a reflective written piece on your development as a teacher of the Arts across the course. You are to reflect upon the following aspects of your learning:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• strategies that you have incorporated into your lesson plans to develop literacy and numeracy skills within your discipline and recommendations for future application of these into your teaching practice</li> <li>• at least one other key area of your learning from the course content.</li> </ul> <p>It is essential that each entry includes reflection how your learning in this course will impact on your future practice; and plans for your professional learning, including goals, actions, and areas in which you might seek feedback (from teachers and supervisors).</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Explanation and documentation of your approach to teaching Junior Secondary Arts, with support of approach with evidence from the literature	1
	2	Reflection on learning, including recognition of broader context and implications for future practice	5
	3	Plans for professional learning, including identifying sources of professional learning and areas in which to seek feedback from supervisors and teachers	5
	4	Communication skills and academic literacies, including English expression, grammar, spelling, punctuation and APA referencing	6
<b>GENERIC SKILLS:</b>	Communication		

## 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. 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 Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Roy Killen	2015	Effective Teaching Strategies	7th	Cengage Learning

### 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. 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](mailto:studentcentral@usc.edu.au).

### 10.6. 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](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. 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](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.



## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)