

# EDU338 Teaching Senior Secondary Arts 1

**School:** School of Education and Tertiary Access

2025 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*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 will develop your knowledge of the Queensland Curriculum, the Senior Syllabus and pedagogy for your chosen Arts subject. The aim is to be able to engage and inspire students in their learning in this Arts subject, through your study of Arts Education theory and practices. You apply your developing knowledge of curriculum and appreciation of Arts pedagogy for Years 11 and 12 in order to design, create and deliver effective Arts programs. You reflect on and evaluate your own teaching of the Arts and observe and review your peers' teaching.

### 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

- 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
- Integrating resources including ITCs into teaching the Arts
- Literacy and numeracy 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 Apply knowledge of arts practice, pedagogy and curriculum through designing innovative learning sequences that use a range of teaching and learning strategies.	Knowledgeable Creative and critical thinker	2.1, 2.2, 3.1, 3.2, 3.3, 3.4
2 Design and implement teaching and learning strategies, that incorporate, ICT, literacy, numeracy and 21-century skills for senior secondary students.	Knowledgeable Creative and critical thinker	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.5
3 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.	Creative and critical thinker	2.1, 6.1, 6.3
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.	Creative and critical thinker	5.1, 5.2, 5.3, 5.4, 5.5
5 Create oral and/or written communication concerning curriculum teaching, learning and assessment in senior secondary Arts for classroom and professional contexts.	Knowledgeable	

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

CODE	COMPETENCY
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
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.
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
4.5	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
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: 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
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.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

## 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

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	50%	1500 word reflection + creative artefact + peer feedback	Week 5	Online Assignment Submission with plagiarism check
All	2	Plan	Individual and Group	40%	3 lesson plans + 1000-word rationale	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Oral	Individual	10%	10 minutes	Refer to Format	In Class

## All - Assessment Task 1: Assessment Task Student Response and Reflection

<b>GOAL:</b>	The goal of this task is for you to demonstrate your capacity to reflect on your learning by undertaking an assessment, marking and moderation cycle.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	<p>This task has four parts:</p> <p>Part A (formative): Adopting the role of a Year 12 student, you will complete a sample response to an appropriate IA task from Unit 3 in your syllabus.</p> <p>Part B (formative): In the role of teacher, you will then mark your sample response using the ISMG. Though you will only need to indicate the specific performance-level achieved, you should note down the specific features/characteristics of the response that match these descriptors.</p> <p>Part C (formative): In the Week 4 tutorial, you will bring your marked response and, with your peers: a) interrogate the marking decisions, b) engage in discussion about the purpose of the task and how it aligns to syllabus objectives, c) the challenges that students may face in the completion of the task, and d) how the experience will assist you plan in supporting your future students complete the task.</p> <p>Part D (summative): You will then write a reflection on:</p> <ol style="list-style-type: none"> <li>1. what you learned about the IA from the process of making the response</li> <li>2. what you learned from the process of reviewing your marking</li> <li>3. how your learning from this task will impact your future teaching.</li> </ol> <p>This written piece is to 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>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Applied knowledge and skills of Arts practice and curriculum content, demonstrated through marking decisions and feedback for students and parents	1 4
	2	Reflect on and make connections between theory, personal learning experiences and future teaching practice	3
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	5
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation		

## All - Assessment Task 2: Arts Learning Sequence

<b>GOAL:</b>	The goal of this task is to plan a sequence of Year 12 lessons in your Arts discipline and provide a rationale outlining the learning.																
<b>PRODUCT:</b>	Plan																
<b>FORMAT:</b>	<p>This task has 2 components:</p> <p>Formative: Review of Teaching, Learning and Assessment Plan You will use your knowledge and understanding of curriculum requirements to review a provided Teaching Learning and Assessment Plan (TLAP) from Unit 3. This review will consider the alignment with the General Senior Syllabus requirements for your discipline 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 Canvas. This component is formative, and you will be given feedback to inform your work in Part B.</p> <p>Summative: Arts lesson sequence and rationale Based on the subject matter and objectives of Unit 3, you will design a sequence of three consecutive 70-minute lessons. Your lessons must adhere to syllabus objectives and other requirements in your Arts discipline. You will indicate opportunities for formative feedback, and ensure that the lessons are aligned with and attend to the summative assessment task/s for the unit. 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>																
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4	Communication skills – Written and oral with multimodal support.	5															
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy																

## All - Assessment Task 3: Teaching Segment

<b>GOAL:</b>	The goal of this task is to teach a segment of one lesson for a Senior Arts classroom										
<b>PRODUCT:</b>	Oral										
<b>FORMAT:</b>	<p>You will present a 10-minute segment of one of your lessons from Task 2 in the tutorial, as if you were teaching it to Year 12 students. In the teaching segment you will include ICTs, pedagogical approaches, and teaching routines and strategies to enable effective teaching of your discipline area.</p> <p>You are to upload the segment of your lesson plan to Canvas in Week 9. You may make adjustments and further considerations from your Task 2 response as necessary. The presentations will take place during the Week 9 and 10 tutorials. It is crucial that you attend both weeks for the entire session, to provide a "class" of students for your peers.</p>										
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2	Communication skills – Written and oral with multimodal support.	5									
<b>GENERIC SKILLS:</b>	Communication, Applying technologies										

## 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

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 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)