COURSE OUTLINE

EDU338 Teaching Senior Secondary Arts 1

School: School of Education and Tertiary Access

2026 | Trimester 2

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 unisc.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
BLENDED LEARNING			
Learning materials – 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
Tutorial/Workshop 1 – 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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * 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

5.5. Microcredential Information

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	35%	1200-word critical reflection; creative artefact; in-class moderation and peer review.	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Plan	Individual and Group	35%	In-class TLAP review: 250 words; 3 consecutive lesson plans: minimum 1000 words; Rationale: 750 words.	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check and in class
All	3	Oral and Written Piece	Individual	30%	10 minutes	Refer to Format	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: IA Task Student Response, Moderation and Reflection

GOAL:	The goal of this task is for you to demonstrate your capacity to critically reflect on your learning by undertaking the making of a creative artefact for an assessment, marking and moderation cycle of an Internal Assessment.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	This task has four parts: Part A (formative): Adopting the role of a Year 12 student, you will create a sample response (specifically, a creative artefact) to an appropriate IA task from Unit 2 or 3 in your syllabus. Part B (formative): In the role of teacher, you will then mark your sample response using the ISMG for that Unit. 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. Part C (summative): In the Week 4 tutorial, you will bring your marked response and creative artefact 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) discuss the challenges that students may face in the completion of the task, and d) reflect upon how the experience will assist you plan in supporting your future students complete the task. Part D (summative): You will then write a critical reflection on: 1. what you learned about the IA from the process of making the response 2. what you learned from the process of reviewing your marking 3. how your learning from this task will impact your future teaching. This written piece is to include references to the syllabus, education policy frameworks, and academic literature, to demonstrate your capacity to connect your own experiences with the wider field of your discipline and education.
CRITERIA:	

No.		Learning Outcome assessed
1	Applied knowledge and skills of Arts practice and curriculum content	1
2	Reflect on personal learning experiences and future teaching practice and make connections between theory, curriculum documents, education policy frameworks, arts education and academic literature	3
3	Engagement in and understanding of the moderation, assessment and reporting processes that measure senior students' progress towards achievement standards in Senior Secondary Arts	4
4	Written communication including grammar, spelling, English expression, APA referencing conventions and technical accuracy.	3 5

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Arts Learning Sequence

GOAL:	The goal of this task is to review and Arts TLAP, plan a consecutive sequence of Year 12 lessons in your Arts discipline and provide a rationale outlining the learning.
PRODUCT:	Plan
FORMAT:	This task has 3 components: 1: Summative: Review of Teaching, Learning and Assessment Plan (10%) You will use your knowledge and understanding of curriculum requirements to review and discuss in class a 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 worth 10%, and you will be given feedback to inform your work in the Arts lesson sequence. 2 & 3: Summative: Arts lesson sequence and rationale (25%) 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 lesson sequence should be planned so they: - embed Aboriginal and Torres Strait Islander perspective, using appropriate protocols for your discipline; - meet the needs of a diverse range of learned and provide opportunities for all students to succeed through differentiation and UDL strategies; - include meaningful links to literacy and numeracy within the plans; and - incorporate effective and safe use of ICT relevant to the learning activities you have devised. The lessons should include explicit teaching, spacing and retrieval practices, modelling/worked examples, and scaffolding, and be based on students' familiarity with the content. You should allow ample opportunities for students to practise recall and retention, and show that independent problem-solving activities are presented only once the students approach proficiency from opportunities to practise progressively challenging tasks. You will include a range of evidence-based assessment practices to evaluate student learning, adjust instruction, provide targeted feedback and support learning, including a diagnostic assessment activity to identify students' prior knowledge so the introductory lesson can be pitched to the appropriate level before continuing the lesson sequence. Your rationale will justify the choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings, academic literature, education policy frameworks and the curriculum documents.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of knowledge of Arts curriculum content	1
2	Evidence of a range of pedagogical approaches, including incorporation of 21st century skills, literacy, numeracy and ICT learning for senior secondary students	2
3	Engagement with peers in-class in discussion of TLAP review and critically reflect on content, methods and pedagogical approaches	3 5
4	Written communication skills including grammar, spelling, English expression and technical accuracy in assessment and teaching plans, use of academic literature, curriculum and education policy frameworks, and use of APA referencing.	5

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 3: Teaching Segment

GOAL:	The goal of this task is to teach a segment of one lesson for a Senior Arts classroom
PRODUCT:	Oral and Written Piece
FORMAT:	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. Show clear communication of content knowledge and teaching skills, and differentiate for diverse learning needs, using a range of pedagogical strategies including explicit teaching, sequence and retrieval, modelling/worked examples and scaffolding, providing an opportunity for students to practise recall and retention. Include in your teaching segment general capabilities including embedded ICT and numeracy and literacy skills. Include a formative assessment/ feedback component. Submit your written lesson plan (with references) to the submission point by the due date. 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.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of knowledge of Arts curriculum content	1
2	Communication skills – Written and oral with multimodal support.	5
3	Knowledge and use of teaching and learning strategies that cater to diverse learners and that incorporate 21st Century skills, ICT, literacy and numeracy for senior secondary students	2

GENERIC SKILLS:	Communication, Organisation, 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:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

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 submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central