COURSE OUTLINE

EDU349 Teaching Arts in Primary School

School: School of Education and Tertiary Access

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

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 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

You will investigate the Australian Curriculum: The Arts (Dance, Drama, Media Arts, Music, Visual Art) in the Primary school. You will engage with theory, research, curriculum and policy to develop your understanding of how the arts may be used to responds to the needs of diverse learners within your classroom including Aboriginal and Torres Strait Islander learners. You will work collaboratively to design arts learning experiences to your colleagues that demonstrates your understanding of the content, teaching and assessment strategies for the Arts learning area.

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	Orientation week	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

- Australian Arts Curriculum for Primary School
- Contemporary issues in Arts education
- Designing, planning, delivering, assessing and reporting cross curricular learning experiences, including The Arts
- Classroom organisation, including transitions and routines
- Engaging all learners in the Arts
- Australian Curriculum-based artistic practice
- Aboriginal and Torres Strait Islander cultures and perspectives
- Integrated curricular, cross-curricular and wider educational priorities

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 Articulate and apply knowledge and understanding of Arts curriculum, assessment, theory, pedagogy and practice.	Knowledgeable	2.1, 2.2, 2.3
2 Analyse and reflect on the place and purpose of Arts education (Primary) at the local, state and national level.	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 7.2, 7.4
3 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	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6
4 Collaborate with colleagues to plan and design authentic assessment in the Arts discipline that includes moderation and reporting procedures.	Knowledgeable Empowered Engaged	3.2, 3.4, 5.1, 5.2, 5.3, 5.5, 6.3

* 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.
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.

CODE	COMPETENCY
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.
2.4	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.
2.6	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.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
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.
5.5	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
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
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.
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 ED304, ED306

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU414

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

Task 1 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

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	Examination - not Centrally Scheduled	Individual	20%	450-600 words	Week 3	Online Test (Quiz)
All	2	Artefact - Creative, and Oral	Individual	40%	6-8 minutes	Week 6	Online Submission
All	3	Portfolio	Group	40%	2000 words equivalent, 10 minute presentation	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Exam

GOAL:	The goal of this task is to demonstrate your understanding of the Australian Curriculum: The Arts, and the introductory course readings
PRODUCT:	Examination - not Centrally Scheduled
FORMAT:	Drawing on your knowledge of the Australian Curriculum: The Arts, the lecture materials, and the introductory course readings, you will write three short-answer responses (150-200 words each). There will be a list of questions from which you will chose 3. Sample questions will be provided on Canvas. You will complete the exam in your tutorial in Week 3. You are expected to use your own device, but may contact the course coordinator to request the use of a University-owned device.
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledge and understanding of relevant curriculum, theory and pedagogy	1
2	Application of knowledge to construct an argument relevant to the question	2

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: Video: Reflection on Artistic Process and Practice

GOAL:	The goal of this task is to reflect on your developing artistic practice, making connections with the Australian Curriculum and your future teaching practice
PRODUCT:	Artefact - Creative, and Oral
FORMAT:	As part of this course, you are required to engage in your own artistic practice in one of the five art-forms (Dance, Drama, Media Arts, Music or Visual Arts). You will undertake this work over Weeks 1-6. You will identify a learning intention and success criteria to guide your practice. From this work, you will select three examples that demonstrate your progress towards the learning intention and success criteria. You will include these examples in a video, where you reflect upon your artistic practice, making connections with the Australian Curriculum, course readings and your future teaching practice. Prompts to support your reflections will be provided on Canvas. You must submit your work as a single video file through Canvas Studio. Powerpoint files or written work will not be assessed. Detailed instructions and advice will be provided, and you are encouraged to follow these closely.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstration of knowledge and skills through artistic practice	1
2	Reflection on artistic practice, making connections between curriculum, policy, theory and your future teaching practice	2
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	1

GENERIC SKILLS:	Communication, Applying technologies, Information literacy

All - Assessment Task 3: Learning and Assessment Sequence

GOAL:	The goal of this task is to design and plan a learning and assessment sequence using the Australian Curriculum (Primary): The Arts.
PRODUCT:	Portfolio

FORMAT:	Submission: Written due Week 8 Presentation: In tutorials in Weeks 9 and 10 You are a teacher at a school and you are to develop a new assessment task, for your own class and for your teaching colleagues to implement in their classrooms. This must cover one arts subject and one other subject/learning area. In a group of 3, you will prepare the following five components for submission: 1. An integrated assessment task, including an age-appropriate task sheet and marking guide (GTMJ, rubric, etc). Detailed instructions on how to develop a marking guide will be provided in lectures, tutorials and on Canvas. 2. A model response to the assessment task, that you have marked using your marking guide. If the assessment task is for students to complete individually, each group member should submit their own response. If the assessment task is for students to complete as a group, you may submit one response as a group, on which all group members can be assessed. You should include written feedback suitable for students/parents to report on how the work meets the criteria. 3. An outline of how you will sequence 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. 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. 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. 5. A work diary, which outlines the contribution you and your group members made to the submitted work. Before you begin, you will need to: • 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) Your material should be compiled for submission into a single file using the template provided, with links to any multimedia material (particularly model responses). Please ensure that all links are working, and that files can be accessed by anyone with the link.
CRITERIA:	

No.		Learning Outcome assessed
1	Creation of an age-appropriate assessment task that aligns with the curriculum	4
2	Creation of a marking guide that aligns with the curriculum and the task, describes expected standards of achievement, and demonstrates knowledge of reporting and feedback processes	4
3	Application of Arts pedagogical knowledge to create learning experiences that support students' successful completion of the assessment task	1 3
4	Production of a model response to the task that demonstrates Arts knowledge and skills	1
5	Participation in moderation processes, demonstrating curriculum knowledge	4
6	Written and oral communication including grammar, English expression, and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral)	1

GENERIC SKILLS:	Communication, Collaboration, Problem solving, 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

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	Judith Dinham	2022	Delivering Authentic Arts Education	n/a	Cengage AU

8.2. 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 Canvas. Recommended: guitar or ukulele.

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

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. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email 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 or email 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.

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 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 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