UniSC

COURSE OUTLINE

EDU376 Teaching Junior Secondary Arts 2

School: School of Education and Tertiary Access

2025 | Semester 1

UniSC Sunshine Coast	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 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 is only for students with two teaching areas in the Arts. Learning experiences in this course will extend knowledge and understanding of content in EDU337 Teaching Junior Secondary Arts 1 and enrich your repertoire of pedagogical approaches for this second Arts teaching area and for integration of the Arts. You will undertake observations in school classrooms, evaluating how the curriculum is enacted and shaped by the school context. You will design learning experiences and assessment tasks that align with the Australian Curriculum.

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 participate in on campus tutorials. These will be held in Weeks 1, 3, 5, 7 and 9.	2hrs	Week 1	5 times
Fieldwork – You will undertake 10 hours of classroom observations in a secondary school. A Blue Card is mandatory for this activity.	10hrs	Week 3	Once Only

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 and assessment that aligns with the Australian Curriculum
- 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 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 Demonstrate knowledge of key curriculum and assessment frameworks linked to a specific Arts strand and to integrated Arts learning in Years 7 – 10.	Empowered	2.1, 2.2, 2.3
2 Reflect on learning, teaching and assessment in order to demonstrate your evolving development as an Arts Educator for Years 7 – 10 students.	Empowered Engaged	6.2, 6.3, 7.1, 7.2, 7.4
3 Apply knowledge of specific strategies and teaching knowledge to engage Year 7 -10 students in Drama, Visual Arts, Dance, Media Arts or Music.	Empowered	3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4
4 Demonstrate an understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	Engaged	2.4, 2.5, 2.6, 4.1, 4.5
5 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	
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.
2.5	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.
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.
4.5	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.
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.
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.
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 two of the following- a Screen Media or Theatre and Performance Major, and a Music Studies, Screen Media Studies or Theatre and Performance Studies Extended Minor)

5.2. Co-requisites

EDU337

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

The course coordinator and students will engage in regular dialogue about progress throughout the course. In Week 3, drafts of Task 1 will be reviewed by the course coordinator.

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	Written Piece	Individual	20%	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Case Study	Individual	40%	1500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	40%	2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Feature Article

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of teachers' professional knowledge required for teaching the Arts in Years 7 – 10 and your capacity to research and evaluate theory and practical application.
PRODUCT:	Written Piece
FORMAT:	You are to write a feature article suitable for submission to a professional journal or magazine that demonstrates your knowledge of a specific curriculum, assessment or pedagogical aspect of your Arts discipline. Your audience for this article is teachers of Years 7-10, who may or may not be specialists in the subject. You should consider current curriculum frameworks and policy directives, as well as some or all of the following: • the relevance of literacy and numeracy learning activities in The Arts; • the importance of embedding Aboriginal and Torres Strait Islander perspectives in the classroom; • and how ICT can effectively enhance learning in The Arts. You will incorporate references appropriately for an article published in a professional journal utilising APA referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of key Arts curriculum frameworks and your understanding philosophies of Arts learning in Years 7 – 10.	1
	2	Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	4
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	5
GENERIC SKILLS:	Communication, Applying technologies, Information literacy		

All - Assessment Task 2: Case Study

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of how key Arts curriculum frameworks are enacted in a school classroom.
PRODUCT:	Case Study
FORMAT:	This task requires you to undertake approximately 10 hours of classroom observations in a Year 7-10 classroom in your Arts subject. The observation site is to be arranged by you, although you may seek advice and assistance from the course coordinator.
	Using the template available on Canvas, you are to report on your observations, and critically question how the Arts curriculum and General Capabilities/Cross-Curriculum Priorities are enacted through pedagogy and assessment in the classroom, as well as how the subject is positioned in the school.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10.	1
	2	Reflection on your observations of classroom practice, making connections with your own future practice	2
	3	Analysis of research and theory	2
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	5

GENERIC SKILLS:	Communication, Problem solving, Organisation

All - Assessment Task 3: Learning and Assessment Sequence Plan

GOAL:	The goal of this task is to design and justify a Learning and Assessment Sequence in your Arts subject, suitable for the school context from Task 2.
PRODUCT:	Plan
FORMAT:	Using the template provided on Canvas, design a Learning and Assessment Sequence in your Arts for the school context from Task 2. You will need to submit the following: 1. A justification of the decisions about pedagogy, resources and assessment, which is supported by evidence from the literature 2. Statements about how the cross-curriculum priorities and general capabilities are addressed, particularly Literacy, Numeracy, ICT and Aboriginal and Torres Strait Islander Perspectives. 3. Succinct descriptions of sample learning experiences, connected to the content descriptions 4. An assessment plan, including task sheets and marking guides, connected to the relevant achievement standard.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge of key Arts curriculum frameworks and your understanding of the philosophy of Arts learning in Years 7 – 10.	① ③
	2	Design of assessment tasks that align with the learning experiences, with appropriate tools for measuring student achievement.	① ③
	3	Understanding of how literacy, numeracy and ICT strategies, and Aboriginal and Torres Strait Islander perspectives may be embedded within the Arts.	④
	4	Justification of teaching and assessment decisions using research and theory	②
	5	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	⑤
GENERIC SKILLS:			

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

Nil

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 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 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. 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