COURSE OUTLINE

EDU377 Teaching Senior Secondary Arts 2

School: School of Education and Tertiary Access

2026 | Trimester 2

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 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 is for students with two teaching areas in the Arts. In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Arts curriculum in your second teaching area. You will learn how to design teaching and learning sequences that engage diverse learners based on reflection on current trends in the arts. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for students, including developing strategies for supporting literacy, numeracy and ICT learning within the arts.

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 take place 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

- Senior Curriculum framework and relevant policy and implementation documents in second teaching area
- Curriculum planning, design and alignment of pedagogy, learning outcomes, content and assessment relevant to second teaching area
- Requirements for senior assessment, moderation and reporting in second teaching area
- Designing and using assessment as an integral part of monitoring students' learning and curriculum decision making in second teaching area
- Engagement with Arts Education professionals

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 content and pedagogy for Senior Secondary Arts curriculum in Queensland, and design innovative learning sequences that use a range of teaching and learning strategies.	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 skill for senior secondary Arts students.	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 Engage with theory and research to reflect on Arts curriculum and assessment, making connections with your future practice.	Engaged Sustainability-focussed	2.1, 6.1, 6.3
4 Apply the principles of assessment that measure senior Arts students' progress towards achievement standards in senior secondary, demonstrating deep understanding of moderation, feedback and reporting.	Knowledgeable	5.1, 5.2, 5.3, 5.4, 5.5
5 Use of oral and/or written communication for teaching, learning and assessment in junior secondary Arts for classroom and professional contexts.	Engaged	

* 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.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

CODE	COMPETENCY
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 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

EDU338

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 - Professional, and Written Piece	Individual	30%	Audio-visual presentation: 7- 8 minutes; Rationale: 500 words.	Week 4	Online Assignment Submission with plagiarism check
All	2	Case Study	Individual	30%	1200 words.	Week 7	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	40%	Parts 1, 2 and 3: equivalent of 1500 words; Part 4: 500 words.	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Audio-visual Presentation and Written Rationale

GOAL:	The goal of this task is to develop your knowledge and understanding and application of engaging ways to communicate with students and parents/carers about senior secondary Arts curriculum choices.
PRODUCT:	Artefact - Professional, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You have been selected by the Head of Department to deliver an engaging audio-visual presentation for your school's senior subject selection online platform to inform parents and students about the value of your Arts discipline as a senior secondary subject. In this audio-visual presentation, you will demonstrate your understanding of the content, underlying Arts philosophies, and pedagogy of the subject, including how it connects with future study and work pathways. You will also identify how the subject contributes to the Queensland Certificate of Education and/or ATAR. You will also write a 500-word rationale justifying your audio-visual choices and information used in the presentation, making use of curriculum and education policy frameworks, and referring to relevant academic literature and arts philosophies. Deliver the presentation and written rationale to the submission point by the due date.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of deep knowledge of Arts curriculum content and syllabus requirements	1
2	Understanding and use of theory and research to create a strong rationale for studying The Arts.	3
3	Use of audio-visual media to engage with parents and carers about curriculum, assessment processes and career options in senior secondary arts	5
4	Communication of oral (tone, pace, eye-contact, verbal clarity) and written (grammar, spelling, English expression, technical accuracy) skills, and use of APA referencing style.	5

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

All - Assessment Task 2: Critical Reflection on classroom observations

GOAL:	The goal of this task is to reflect on how your observation experiences in Year 11 and 12 classrooms will inform your future teaching.
PRODUCT:	Case Study
AUTHORSHIP STATEMENT:	
FORMAT:	This task requires you to undertake up to 10 hours of classroom observations in a Year 11-12 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. Drawing on the classroom observations conducted as part of your fieldwork, you are to reflect on how the teachers and students participate in the enactment of the Senior Arts syllabus. Use one of the 4 reflective models provided on Canvas to shape your reflection. You will focus specifically on the students' experiences of the assessment, and how teachers' support students learning. Suggestions for guiding questions will be available on Canvas. Use relevant academic literature and education policy frameworks to support your reflection. Submit your reflection and your signed observation attendance sheet to the submission point by the due date.
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledge of key Arts curriculum frameworks and understanding of philosophies of Arts learning in Years 11-12.	1
2	Critical reflection and use of relevant academic literature which demonstrates your evolving development as an Arts Educator.	3
3	Written communication and academic literacies including grammar, spelling, English expression, APA referencing conventions, and technical accuracy.	5
4	Engagement with in-class observations of a Senior Arts Yr 11/12 class	1 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 3: Arts Resource Portfolio

GOAL:	The goal of this task is for you to demonstrate your capacity to source, analyse and evaluate resources (stimulus, text, artwork, repertoire) and justify its use the Senior Secondary classroom.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	This task has 4 components: 1. You will select a resource, artwork, piece of stimulus from the recommended lists for Unit 1 or 2 from your Arts syllabus (where available). You will annotate this resource by analysing and evaluating its connectivity to the unit/assessment objectives, underpinning factors, and inquiry questions of the respective unit. 2. You will write 2 sample learning experiences that aligns with each unit objective that directly uses the chosen stimulus, or builds on the ideas or concepts within it. The learning experiences should contain evidence of the underpinning factors from your syllabus including 21st Century skills, ICT, and numeracy and literacy skills. 3. You will write a sample assessment task (Year 11, formative) for the unit, that builds on the learning experiences described in Part 2. The task may use the same or different stimulus, but there should be evidence of connection and coherence and appropriate links to the ISMG. You will need to ensure that you meet all syllabus advice and requirements. 4. You will write a justification for your choices, drawing from the syllabus, education policy frameworks, and including references to relevant academic literature. Deliver your annotated resource, sample learning experiences, sample assessment task and justification as a PDF or word document to the submission point by the due date.
CRITERIA:	

No.		Learning Outcome assessed
1	Selection of an appropriate resource for use in Senior Secondary Arts	1
2	Design of learning experiences that are stimulating and challenging, and reflect the syllabus requirements of 21st Century skills including literacy, numeracy and ICT	2
3	Knowledge of assessment, moderation and feedback processes, that meet all syllabus requirements are demonstrated in the sample assessment task.	4
4	Justification of resource and assessment choices, connecting theory and practice through use of relevant academic literature and education policy frameworks.	3
5	Written communication and academic literacies including grammar, spelling, English expression, APA referencing conventions, and technical accuracy.	5

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

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