

# EDU377 Teaching Senior Secondary Arts 2

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

2024 Semester 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 [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 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
<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 participate in on campus tutorials. These will take place in Weeks 1, 3, 5, 7 and 9	2hrs	Week 1	5 times
<b>Fieldwork</b> – 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

## 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	Oral	Individual	30%	7-10 minutes	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	30%	1200 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	40%	2000 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Annotated Resource Portfolio, Rationale and Presentation

<b>GOAL:</b>	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.													
<b>PRODUCT:</b>	Oral													
<b>FORMAT:</b>	<p>You have been selected by the Head of Department to deliver a video 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.</p> <p>In this video presentation, you will demonstrate your understanding of the content, underlying philosophy, 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.</p>													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of deep knowledge of Arts curriculum content and syllabus requirements</td> <td>1</td> </tr> <tr> <td>2</td> <td>Understanding of theory and research to create a strong rationale for studying The Arts.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Written and oral communication including grammar, English expression, APA referencing conventions and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral).</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of deep knowledge of Arts curriculum content and syllabus requirements	1	2	Understanding of theory and research to create a strong rationale for studying The Arts.	3	3	Written and oral communication including grammar, English expression, APA referencing conventions and technical accuracy (written); tone, pace, expression, eye contact and visual communication (oral).	5	
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#### All - Assessment Task 2: Reflection on observations

<b>GOAL:</b>	The goal of this task is to reflect on how your experiences observing in Year 11 and 12 classrooms will inform your future teaching.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	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 syllabus. 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.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of key Arts curriculum frameworks and understanding of philosophies of Arts learning in Years 11-12. <span style="float: right;">1</span>
	2	Reflection which demonstrates your evolving development as an Arts Educator. <span style="float: right;">3</span>
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. <span style="float: right;">5</span>

### All - Assessment Task 3: Arts Resource Portfolio

<b>GOAL:</b>	The goal of this task is for you to demonstrate your capacity to analyse and evaluate resources (stimulus, text, artwork, repertoire) and justify its use in the Senior Secondary classroom.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>This task has 4 components:</p> <ol style="list-style-type: none"> <li>You will select a resource, artwork, piece of stimulus from the recommended lists for Unit 1 or 2 from your syllabus. 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.</li> <li>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.</li> <li>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. You will need to ensure that you meet all syllabus advice and requirements.</li> <li>You will write a justification for your choices, drawing from the syllabus and academic literature.</li> </ol>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Selection of an appropriate resource for use in Senior Secondary Arts <span style="float: right;">1</span>
	2	Design of learning experiences that are stimulating and challenging, and reflect the syllabus requirements of Literacy, Numeracy and ICT <span style="float: right;">2</span>
	3	Knowledge of assessment, moderation and feedback processes, that meet all syllabus requirements are demonstrated in the sample assessment task. <span style="float: right;">4</span>
	4	Justification of resource and assessment choices, connecting theory and practice. <span style="float: right;">3</span>
	5	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. <span style="float: right;">5</span>

## 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 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](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)