UniSC

COURSE OUTLINE

EDU725 Teaching Junior Secondary Arts 1

School: School of Education and Tertiary Access

2026 | Trimester 1

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 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 builds capacity to design and evaluate effective pedagogy within your Arts teaching area (Dance, Drama, Media Arts, Music or Visual Arts) for Years 7 - 10. You organise and plan lessons using the Australian Curriculum for the Arts, apply your deep knowledge, understanding and specialised skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories and culture into learning experiences and critically reflect on your developing teaching practice.

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 learning materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – You are expected to attend and participate in weekly scheduled on-campus tutorials.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Curriculum for the Arts

- Principles of constructive alignment

- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)

- Strategies for establishing challenging and achievable learning goals with students

- Teaching strategies that support acquisition of new knowledge (explicit teaching, scaffolding, modelling, worked examples)

- Teaching strategies that support application and utilisation of knowledge (rich investigative tasks, inquiry learning, independent problem solving)

- Ongoing formative (to determine prior knowledge/ misconceptions, evaluate progress and inform pedagogical planning) and summative assessment strategies, including moderation and reporting

- Embedding literacy, numeracy and ICT learning (including safe and ethical use of ICT) in the Arts

- Research, theory and policy perspectives on the Arts

- Safe arts practices

- Aboriginal perspectives and Torres Strait Islander perspectives on the Arts

- Inclusion of diverse learners

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 Demonstrate deep knowledge and synthesis of curriculum frameworks, teaching strategies linked to a specific Arts teaching area, and the importance of literacy, numeracy and ICT.	Knowledgeable	2.1, 2.2, 2.5, 2.6, 3.2, 3.3
2 Design and plan learning sequences for Year 7 -10 students in Dance, Drama, Media Arts, Music or Visual Arts, demonstrating an understanding of the learning needs of diverse students, including the Aboriginal and Torres Strait Islander students.	Ethical	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.4, 4.1, 5.4, 5.5
3 Collaborate with peers to deliver learning experiences, demonstrating an understanding of informal assessment.	Empowered	3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.1, 5.2, 6.3
4 Critically analyse and evaluate theory and research about teaching and learning in a specific Arts area, connecting theory and practice.	Creative and critical thinker Ethical	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.4, 2.5, 2.6, 7.1, 7.2
5 Critically reflect on learning within the course, including future personal and professional development needs.	Engaged Sustainability-focussed	6.1, 6.2, 6.4, 7.1, 7.2
6 Use of oral and/or written communication for teaching, learning and assessment in junior secondary Arts for classroom and professional contexts.	Empowered	3.5, 5.2, 6.3, 7.3, 7.4

* 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.
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

CODE	COMPETENCY
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
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.
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.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
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
5.4	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.
6.2	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.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
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.

CODE	COMPETENCY
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 ED706 and a Dance, Drama, Film, Television and New Media, Music or Visual Arts Teaching area or ED508 or ED705

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

It is expected that you will draw upon arts content knowledge to complete this course that you have studied prior to entry into this program.

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

Feedback on Task 1 will be communicated verbally following the presentations in Week 3. Students who do not perform well in this task will be invited to meet with the course coordinator to clarify expectations and make 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	Oral and Written Piece	Group	30%	Oral: 20 minutes. Written: 700-1000 words.	Week 3	In Class
All	2	Plan	Individual	40%	3 detailed lesson plans + 1000 word rationale	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1700 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Discipline-specific pedagogical appraisal and demonstration

GOAL:	The goal of this task is for you to present a critical analysis and demonstration of a student-centred pedagogical approach in the context of your Arts discipline through an in-class presentation and interactive learning activity.
PRODUCT:	Oral and Written Piece
FORMAT:	In a like-discipline pair, you are to identify a student-centred approach to learning that would elicit effective learning experiences for Year 7/8 students in your Arts discipline.
	You will present a 15-minute audio-visual presentation and interactive workshop that presents a critical analysis of this pedagogical approach in this context, and demonstrates the approach in practice through a short, interactive learning activity.
	Your audio-visual presentation will firstly present your critical analysis of your chosen pedagogical approach (approximately 5-minutes) using the framework provided on Canvas. You and your teaching partner will then lead your peers in an interactive workshop activity (approximately 10-minutes) suitable for Year 7/8 students in your discipline area that shows this pedagogical approach in action, and supports monitoring of student progress through informal assessment.
	You are to plan your interactive activity using the lesson template provided, and identify the relevant content descriptors from the Australian Curriculum: The Arts that these activities will address. The 'students' (your peers) must be actively engaged in making and/or responding during the workshop, and you should ensure that there are opportunities for students of a diverse range of backgrounds and skill levels to participate.
	Your submission of the audio-visual presentation, interactive activity and template, critical reflection script and reference list is to be submitted to Canvas by the due date as a word document or PDF.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application of a specific pedagogical strategy that facilitates student-centred learning in making and/ or responding.	② ③
	2	Presentation, analysis and evaluation of a specific pedagogical strategy, connecting theory and practice	④
	3	Planning and organisation of teaching, including informal assessment/monitoring of student learning	③
	4	Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation) and oral (pace, tone, verbal clarity, eye-contact, appropriate visual aids) forms, and APA referencing conventions.	⑥

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

All - Assessment Task 2: Lesson Sequence

GOAL:	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons in your Arts discipline for Year 9-10 students.
PRODUCT:	Plan
FORMAT:	This task involves designing and planning an engaging sequence of three 70-minute lessons for a Year 9/10 Arts class, plus a rationale for the approach you have taken. Using the appropriate Arts curriculum, lessons should be planned as so they: • embed Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline; • meet the needs of a diverse range of learners and provide opportunities for all students to succeed, including the use of differentiation and UDL approaches; • include a diagnostic assessment activity to identify student learning so the introductory lesson can be pitched to the appropriate level before continuing the lesson sequence; • include meaningful links to literacy and numeracy within the lesson plans; • include opportunities for formative assessment, identifying clear, ambitious and achievable learning goals; and • incorporate effective and safe use of ICT relevant to the Arts learning activities you have devised. These lesson plans are to be consecutive, with content, activities and tasks becoming increasingly challenging throughout the sequence, and incorporating explicit teaching, spacing and retrieval practice, modelling/worked examples and scaffolding, allowing ample opportunities to practise recall and retention, and ensuring a balance between making and responding. Ensure that independent problem-solving activities are presented only once the students approach proficiency through opportunities to practise progressively challenging tasks. You will also provide a rationale justifying your choices of pedagogy, curriculum content, assessment and resources, and should include references to the course readings, the curriculum documents, and education policy frameworks. The teaching strategies utilised in your learning and assessment lesson sequence must include explicit teaching, scaffolding, modelling and worked examples, and should be selected based on the students' familiarity with the content. Submit the lesson plans and rationale with reference list to the submission point.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstration of knowledge of Arts curriculum, through the development of a curriculum-aligned lesson sequence	1
	2	Demonstration of knowledge of the Australian Curriculum General Capabilities, and Cross-Curriculum Priorities	1
	3	Planning and sequencing of learning experiences and assessment, including establishing ambitious and achievable learning goals	2
	4	Justification of choices made in the learning experiences, making connections between theory and practice	4
	5	Written communication skills and academic literacies including grammar, spelling, English expression, APA referencing conventions and technical accuracy.	6

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

All - Assessment Task 3: Critical reflection

GOAL:	The goal of this task is to enable you to critically examine and reflect on your development as a teacher of the Arts to students in Years 7-10.
PRODUCT:	Written Piece
FORMAT:	You are to complete a critical reflection on your development as a teacher of the Arts throughout the course. Using one of the four reflective frameworks provided in Canvas, you are to critically reflect upon and discuss the following aspects of your learning: • how you have been able to embed Aboriginal and Torres Strait Islander histories, cultures or perspectives into your Task 2 lessons with examples of practice; • examples and discussion of strategies you have incorporated into your lesson plans to develop literacy and numeracy skills within your discipline; • a discussion of teaching strategies and learning theories pertinent to Arts learning; • a consideration of how certain education policies and practices might impact on your future practice, and • philosophies of Arts education that resonate with your future practice as an Arts educator. It is essential that each section includes plans for your professional learning, including goals, actions, and areas in which you might seek feedback (from teachers and supervisors). Include a reference list with your reflection.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Discussion of your approach to teaching Junior Secondary Arts, with evidence from the literature, education policy frameworks and Arts education philosophies.	①
	2	Critical reflection on learning, including recognition of broader social, historical and political contexts and implications for your future practice	⑤
	3	Plans for professional learning, including identifying sources of professional learning and areas in which to seek feedback from supervisors and teachers	⑤
	4	Discussion of the strategies used to embed Aboriginal and Torres Strait Islander perspectives and numeracy and literacy skills within your discipline into the lessons	① ②
	5	Communication skills and academic literacies, including English expression, grammar, spelling, punctuation and APA referencing.	⑥

GENERIC SKILLS:	Communication, Problem solving, 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

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	Roy Killen	2015	Effective Teaching Strategies	7th	Cengage Learning

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:
(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