EDST5144

Theoretical Domains in Visual Arts Education

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Karen Maras	k.maras@unsw.edu.au	please email for an appointment	116 Goodsell Building	93282542

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

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structured research activities and individual reflection which will provide students with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
2.1.3	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
3.2.3	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Task 1	50%	1,2	2.1.3,2.2.3,2.3.3	24/08/2018 09:51 AM
Task 2 (FINAL)	50%	1,2,3	1.2.3,1.5.2,2.1.3,2.2.3,2.3.3,3.2.3,3.3.3	19/10/2018 05:00 PM

Please refer to *?sqrp_jg_l Npmdcqqgml_j Qr_lb_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Task 1

Start date: 23/07/2018 12:00 AM

Details: Task 1 3000 words. Explain two theoretical domains and their implications for visual arts pedagogical practice.Students will receive written feedback 10 business days after submission.

Additional details:

Assessment 1: Response paper: How do two of the theoretical frameworks contribute to different understandings, meaning and value in art?
Task:
(a) Select two of the theoretical domains of practice as explained in Modules A-F. Make explicit how concepts and references link together as a network of relations and meanings within each of the selected domains. For example, between the artwork and artist, artwork and imitation of the world, artwork and influence of the spiritual, artwork and institutions, artwork and imagination, artist and institution etc. Include explicit reference to six required readings and selected recommended readings from this course as appropriate.
(b) T 7 of the

Details: Task 2 (FINAL) 3000 words. Develop a Stage 4-5 program informed by the theoretical domainsStudents will receive written feedback 10 business days after submission.

Additional details:

Assessment 2: Program proposal: Applying theoretical domains of practice to programming in Stage 4 & 5 Visual Arts
Task:
Develop and justify a proposal for a program that builds on one and/or two of the theoretical frameworks as an epistemic tool suited to students' cognitive abilities at particular ages/stages of schooling (eg Stage 4 then Stage 5). Show how you will adapt your teaching style and differentiate content in relation to the theoretical domain selected.
Consider the implications for artmaking and critical and historical studies and make reference to specific artist's and their works.
You may use one of the theoretical domains selected from Assessment 1 and one other from Modules G-K that you have not yet addressed. Include references throughout from the course readings and others suited to your purposes using the APA style.
Further details on the format will be provided in class/on Moodle.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5144

Assessment Task: Task 1

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved ◦ understanding of the task and choice of selected theoretical frameworks					

Specific Criteria	(-)——————————>(+)				
vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

W7 k s d t adli bB ‰

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

View class timetable

		conceptual demand across stages of learning in Visual Arts. • What is relational Aesthetics • Critical Practice and relational aesthetics • Relational pedagogy
Week 8: 10 September - 16 September	Online Activity	G (i) The Arts as a way of knowing (ii) The concept of art as a practical and conceptual kind of reasoning and pedagogy in visual arts
Week 9: 17 September - 23 September	Online Activity	H (i) The Arts as a form of communication (ii) Concepts of visual literacy, art as a non-spontaneous language that needs to be written and read and pedagogy in visual arts

Resources

Prescribed Resources

All readings and resources will be posted on the Moodle site for this course.

Recommended Resources

All readings and resources will be posted on the Moodle site for this course.

Course Evaluation and Development

Revisions this course are made on the basis of students ffedback via emails and discussions as well as through My Expereince feedback on the course. I have responded to feedback from students in the past. This feedback suggests that given the high levels of reading material and the philsophical nature of the materials in this course that their prefernece is to a self directed way with focus lectures in which course content and approaches for completing the assessments are discussed and modelled. In this semester 3 lectures, 1 at the beginning, 1 at a midpoint and another prior to the development of Assessment 2 are scheduled.

Image Credit

This image was taken by the course convenor.

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