



EDCU13018 *The Arts*

Term 1 - 2024

Profile information current as at 29/07/2024 03:30 pm

All details in this unit profile for EDCU13018 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In *The Arts*, students will be introduced to curriculum frameworks and a range of pedagogical approaches for teaching and using the five different discipline areas of the arts in educational contexts. They gain personal practical experience in using the different symbol systems and ways of understanding and representing the world that the Arts provide and build their understanding of how arts practice relates to the formation and expression of social values, beliefs and identity. They evaluate their own experiences and practice throughout the unit to develop understanding of the skills, techniques and classroom strategies appropriate for teaching *The Arts* in discipline specific, interrelated and integrated ways and to build appreciation for ways in which *The Arts* provide engaging learning experiences which promote creativity, communication, social and cultural knowledge and innovation.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Bundaberg
- Mackay
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 50%

2. **Presentation and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Guidelines for assessment tasks.

Recommendation

Support assessment tasks with summaries of requirements and the nature of appropriate evidence to meet assessment criteria

Feedback from Student feedback

Feedback

Weekly content and requirements of the assessment tasks.

Recommendation

Review the unit materials to ensure supportive alignment with the assessment tasks.

Feedback from Student feedback

Feedback

The assignments... were real-world and useful, but the platform Canvas was clunky and unsuccessful.

Recommendation

Ensure support for the Canvas platform is provided in the early stages of AT2.

Feedback from Staff feedback

Feedback

The Canvas platform, once understood, allowed for more efficient marking.

Recommendation

Ensure staff and students are familiar with the navigation of this platform.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
2. Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education
3. Critically reflect on the development of professional knowledge and personal learning in the arts
4. Describe the positive contribution of the arts in education and to participation in contemporary society.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.2 Understand how students learn
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 6.2 Engage in professional learning and improve practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•		•
2 - Presentation and Written Assessment - 50%	•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•			
3 - Critical Thinking	•		•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Information Literacy		•	•	
5 - Team Work				
6 - Information Technology Competence		•		
7 - Cross Cultural Competence				•
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•		•	•			
2 - Presentation and Written Assessment - 50%	•	•	•	•	•	•				

Textbooks and Resources

Textbooks

EDCU13018

Prescribed

Delivering Authentic Arts Education

Edition: 5 (2022)

Authors: Judith Dinham

Cengage Learning

Australia

ISBN: 9780170462259

Binding: eBook

EDCU13018

Supplementary

Teaching the Arts: Early Childhood and Primary Arts Education

Edition: 3 (2019)

Authors: David Roy, William Baker, Amy Hamilton

Cambridge University Press

Great Britain

ISBN: 9781108552363

Binding: Paperback

Additional Textbook Information

DELIVERING AUTHENTIC ARTS EDUCATION (Prescribed) Includes current material for the Australian Curriculum V9.0. The eBook is recommended as it is the most cost-effective option and allows instant access. Can be purchased directly from <https://au.cengage.com/c/delivering-authentic-arts-education-5e-dinham/9780170459020/?filterBy=Student.A>. Hard copy and other options are available. A discount code will be provided by email and in Moodle.

TEACHING THE ARTS (Supplementary) Previous units used this text. It is still an excellent resource if it is available to you, however uses V8.4 of the Australian Curriculum.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- 'Stop Motion' App
- 'Beatmaker' or other layered sound app
- Basic art materials for non-campus students

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Glenda Hobdell Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
THE ARTS IN EDUCATION - An Introduction <ul style="list-style-type: none"> values and contributions to learning creativity & authentic arts learning 4Cs (creativity, critical reflection, communication, collaboration) your vision and role as an Arts teacher 	Chapter 1: Putting you in the picture - the rationale and context for Arts education (1.1, 1.5) Chapter 2: <i>The features of authentic Arts education</i> (2.1, 2.2, 2.3) <i>Australian Curriculum: The Arts (v.9.0)</i> - Introduction, Rationale, Aims, Key considerations, Structure, General Capabilities and Cross-curriculum Priorities * Additional readings indicated in Reading List	Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised) Topic 1 Moodle - readings and activities (expected) Activity: <ul style="list-style-type: none"> Begin Chapbook Manifesto Blog Post 1 River Reflection and introduction
Week 2 - 11 Mar 2024		
Module/Topic	Chapter	Events and Submissions/Topic
THE VISUAL ARTS <ul style="list-style-type: none"> Visual Arts 	Chapter 11: <i>Visual Arts</i> (11.1-11.6) <i>Australian Curriculum: The Arts v.9 - Visual Arts</i> * Additional readings indicated in Reading List	Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised) Topic 2 Moodle - readings and activities (expected) Activity: <ul style="list-style-type: none"> theme selection & focus year level self-portrait/pattern design
Week 3 - 18 Mar 2024		
Module/Topic	Chapter	Events and Submissions/Topic
THE VISUAL ARTS <ul style="list-style-type: none"> Media Arts 	Chapter 9: <i>Media Arts</i> (9.1-9.6) <i>Australian Curriculum: The Arts - Media Arts</i> * Additional readings indicated in Reading List	Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised) Topic 3 Moodle - readings and activities (expected) Activity: <ul style="list-style-type: none"> animation/photostory Toward assessment: <ul style="list-style-type: none"> Begin working on Arts praxis from the selected task, recording outcomes
Week 4 - 25 Mar 2024		
Module/Topic	Chapter	Events and Submissions/Topic
THE PERFORMING ARTS <ul style="list-style-type: none"> Drama 	Chapter 8: <i>Drama</i> (8.1-8.6) <i>Australian Curriculum: The Arts - Drama</i> * Additional readings indicated in Reading List	Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised) Topic 4 Moodle - readings and activities (expected) Activity: characterisation/storydrama Toward assessment: Continue working on Arts praxis from the selected task, recording and documenting outcomes and reflections in your blog
Week 5 - 01 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
THE PERFORMING ARTS <ul style="list-style-type: none"> Music & Dance 	Chapter 7: <i>Dance</i> (7.1-7.6) Chapter 10: <i>Music</i> (10.1-10.6) <i>Australian Curriculum: The Arts - Dance / Music</i> * Additional readings indicated in Reading List	Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised) Topic 5 Moodle - readings and activities (expected) Activity: Soundscape/movement sequence Toward assessment: <ul style="list-style-type: none"> Continue working on Arts praxis from the selected task, recording and documenting outcomes and reflections in your blog

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<i>Toward Assessment</i> • Finalise Arts praxis, documentation and reflections on your blog, ready for grading.

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
PLANNING FOR AUTHENTIC ARTS LEARNING Approaches to embedding authentic Arts learning • Integrating Learning Experiences • Complementary Learning • Cross Curriculum Priorities • General Capabilities	<i>Chapter 2: The features of authentic Arts education (2.4 and 2.5)</i> <i>Chapter 4: Children at the Centre (4.1, 4.2)</i> <i>Australian Curriculum: The Arts</i> * Additional readings indicated in the Reading List	<i>Online tutorial</i> - Monday 12:00 pm - 2:00 pm (unless otherwise advised) <i>Topic 6 Moodle</i> - readings and activities (expected) <i>Toward assessment:</i> Ideas for integrated learning

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
SELECTING LEARNING EXPERIENCES & RESOURCES Effective Planning and Learning Design • Organisation for early childhood and primary settings • Designing learning experiences and resources	<i>Chapter 6: Planning and Assessment for authentic Arts learning (6.1-6.4)</i> <i>Australian Curriculum: The Arts</i> * Additional readings indicated in Reading List	<i>Online tutorial</i> - Monday 12:00 pm - 2:00 pm (unless otherwise advised) <i>Topic 7 Moodle</i> - readings and activities (expected) • planning of integrated learning experiences & resources for activity sequence DEVELOPING A PERSONAL NARRATIVE: Be(com)ing a teacher of the Arts Due: Week 7 Monday (22 Apr 2024) 11:59 pm AEST

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
QUALITY ARTS EDUCATION • Drilling down into the curriculum • Pedagogy	<i>Chapter 5 Pedagogies for authentic Arts learning (5.2-5.4, 5.6, 5.7)</i> <i>Australian Curriculum: The Arts</i> * Additional readings indicated in Reading List	<i>Online tutorial</i> - Monday 12:00 pm - 2:00 pm (unless otherwise advised) <i>Topic 8 Moodle</i> - readings and activities (expected) <i>Toward assessment - AT2 LEARNING IN ACTION</i> • critical reflection on, evaluation, and revision of curriculum application

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
CROSS-CURRICULUM PRIORITIES	<i>Chapter 1: Putting you in the picture... developing children's capabilities for the new era through the Arts (1.3, 1.4, 1.6)</i> • Aboriginal and Torres Strait Islander Histories and Cultures • Sustainability • UNESCO Sustainability Goals (SDGs)	<i>Online tutorial</i> - Monday 12:00 pm - 2:00 pm (unless otherwise advised) <i>Topic 9 Moodle</i> - readings and activities (expected)

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
PLANNING FOR INCLUSION AND REFLECTIVE TEACHING Arts-rich learning contexts • Inclusion • Reflective processes	<i>Chapter 3 Being an effective teacher in the Arts (3.1, 3.2)</i> <i>Chapter 4 Children at the Centre (4.3, 4.4)</i> <i>Australian Curriculum: The Arts</i> * Additional readings indicated in Reading List	<i>Online tutorial</i> - Monday 12:00 pm - 2:00 pm (unless otherwise advised) <i>Topic 10 Moodle</i> - readings and activities (expected) <i>Toward assessment</i> - planning activity sequence; designing digital resource

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
QUALITY ARTS PEDAGOGY Quality Arts programs <ul style="list-style-type: none">• Integration• Arts pedagogy	<i>Chapter 3 Being an effective teacher in the Arts (3.3, 3.4)</i> Chapter 5 Pedagogies for authentic Arts learning (5.5) <i>Australian Curriculum: The Arts</i> * Additional readings indicated in Reading List	<i>Online tutorial - Monday 12:00 pm - 2:00 pm (unless otherwise advised)</i> <i>Topic 11 Moodle - readings and activities (expected)</i> <i>Toward assessment -</i> <ul style="list-style-type: none">• justification of digital resource as authentic arts learning

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
REFLECTION AND EVALUATION <ul style="list-style-type: none">• finalise submission	<i>Australian Professional Standards for Teachers</i> <i>Australian Curriculum: The Arts</i>	<i>Online drop in - Monday 12:00 pm - 1:00 pm (unless otherwise advised)</i>

Term Specific Information

All students must engage in weekly activities and tutorials as these are designed to assist with the practical and theoretical aspects of the unit. Assessment Tasks are supported in these sessions.

Assessment Tasks

1 DEVELOPING A PERSONAL NARRATIVE: Be(com)ing a teacher of the Arts

Assessment Type

Practical and Written Assessment

Task Description

It is essential to develop and apply an understanding of foundational arts knowledge and skills in the five Arts discipline areas from the Australian Curriculum to become a confident teacher of the Arts in Early Childhood and/or Primary education. To support your understanding of the processes that are involved in each of the Arts disciplines, you are required to personally experience making and responding across the Arts, and critically reflect on your learning about authentic arts education in the Australian Curriculum. Authentic experience with creative arts praxis will form an important foundation as you move toward the development of an integrated digital teaching resource as a teacher of the Arts in Assessment Task 2.

ARTS PRAXIS - MAKING AND RESPONDING 50%

Your task involves developing your arts learning further across three (3) of the five (5) Arts subjects (Visual Arts/Media Arts/Drama/Music/Dance) through the selection of an Arts challenge designed to allow you to connect the set experiences. To knowledgeably inform and support your work you are required to complete all weekly learning activities across all 5 arts areas (weekly Moodle learning materials). Completion of the weekly activities should be evident through the knowledgeable application of techniques, processes and curriculum (ACARA, v9.0) in the outcomes of your response.

All elements of the task will be recorded in your assigned Moodle blog. You are expected to engage with or view the online tutorials and embedded videos provided on Moodle to help you with the design of this space.

PART A - ARTS PRAXIS

Praxis - a term that evokes action, and the idea that learning is achieved by 'doing' and represented by the artworks created. The outcome is not pre-known but emerges within the process of making or 'doing' (Bernstein, 2011; Gauntlett, 2011; in Dinham, 2023. p. 32).

1. **Select a theme from the below list** to address in your practical responses to a selected challenge.
Shadows Patterns Dreams Fire Animals Lost Fantasy Fragile Graffiti Insects Mirrors Reflections Change People Places Self Difference Joy Machines Flight Celebration Growth Wind Flowers Daydreams
2. **Select ONLY ONE (1) task** from the following options to inspire cross-disciplinary artworks that thematically connect your creative responses across the three given Arts areas.
 - a. **Media Arts / Drama / Music** - Write a 6-word story in response to your selected theme. Use your 6 words to inspire the creation of 2D sets/props/characters to symbolically tell the story in *an animated sequence*. Compose

and add an *original atmospheric soundscape, layered with a dramatic voice-over* to heighten an audience's experience of the story.

- b. **Visual Arts / Drama / Dance** – Identify a problem suggested by your theme and use this to create a *pretext* – an image, artwork, illustrated poem/letter, etc. Develop a *character* and *film yourself introducing the problem as 'teacher in role'*. Support your character portrayal by devising and performing an *expressive movement sequence* to heighten an audience's response to the character.
- c. **Media Arts / Drama / Music** – Create a *10-image photo story* in response to your selected theme. Script and rehearse a *monologue* and an *original multi-layered music composition* to add tension/emotion to the images. Record these and *create a video (slideshow or animation)*, to bring the images and sound together in a dramatic telling of the story.
- d. **Visual Arts / Music / Dance** – Create a *multi-layered graphic notation sequence* inspired by your selected theme. Use this to compose an *original layered rhythmic composition*. Respond to the recorded sound by creating a *dance map*. *Record the dance* to expressively communicate your theme.
- e. **Visual Arts / Media Arts / Dance** – use recycled objects to create an *original, imaginary 3D character* inspired by your selected theme. Create a *character profile* and develop a *short story and storyboard* using a series of digital stills of the character's journey through a changing environment. Bring the story to life in a *dance/movement sequence* that suggests a connection between the character and the changing environment.

3. **MAKING** Create the work, documenting the planning and processual phases of creation. Use your blog to document your processes and learning. You must include **evidence of your engagement** with the practical learning experiences associated with the selected challenge (processual images, videos, screenshots, etc) and each of the Arts areas.

4. **RESPONDING** Critically reflect on your engagement with the challenge, identifying the skills and knowledge that you have learned and/or applied. Identify the ongoing professional learning that you would need to engage with to confidently implement a similar task with children in the classroom. (Use an acclaimed model/framework to reflect on your work, e.g. Schön/Kolb/Gibbs, acknowledging this in references).

PART B THE CLASSROOM

1. Select a **focus year level**, preferably one that you have experienced on a professional placement. Provide a brief outline (maximum 300 words) of *how you would adapt the challenge for implementation in this classroom*.
2. Include **relevant curriculum information** (band level, strands – making and/or responding, content descriptors, elaborations, knowledge and skills, opportunities for formative assessment), clearly *outlining how your adaptation addresses these*.

PEER FEEDBACK & SUPPORT: Team up with at least one peer from this unit to develop a shared community of practice in which you provide critically constructive feedback using an acclaimed model/framework to guide the nature of the advice given (e.g. Hattie & Timperley; RISE), acknowledging this in references.

SUBMISSION

Clear communication, in-text referencing and a reference list should be used in each blog post.

Length: Blog posts – 1000 – 1500 words + visual outcomes of praxis and curriculum mapping.

Assessment Due Date

Week 7 Monday (22 Apr 2024) 11:59 pm AEST

Return Date to Students

Week 9 Monday (6 May 2024)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

- Completion of the Arts Challenge (including reflections on learning and teaching)
- Demonstrated knowledge and understanding of the value of the arts in education, drawing on relevant readings that are appropriately referenced
- Reflections on learning and teaching with specific reference to the curriculum (ACARA and EYLF where applicable)
- Creation, selection, and reflection on artworks including your own and others, with appropriate analysis
- Demonstrated application of appropriate Arts elements in the creation and presentation of the blog
- Concise and coherent communication and presentation of ideas and outcomes of challenges

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Online. References and in-text citations for all sourced material required.

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
- Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education
- Describe the positive contribution of the arts in education and to participation in contemporary society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

2 LEARNING IN ACTION: Designing an integrated arts activity sequence

Assessment Type

Presentation and Written Assessment

Task Description

This task involves applying, reflecting on, and evaluating your arts learning across both the Visual (Visual Arts, Media Arts) and Performing Arts (Dance, Drama, Music) through planning a sequence of authentic, integrated arts experiences. A culminating consideration of your learning and development as a teacher of the arts will be presented.

INTEGRATED ARTS ACTIVITY SEQUENCE 50%

PART A - DIGITAL TEACHING RESOURCE (2000 words + images/resources/curriculum information)

Apply your learning from AT1 by selecting a relevant **context/theme** as a starting point for integrated Arts learning. The context should be drawn from prior professional practice in a school (where possible) and related to learning in a curriculum learning area other than The Arts. Refer to previous placements to select a context for teaching and learning. If no placement has yet been undertaken, refer to the FAQs for advice.

You are to:

1. **Select** a *focus year level*, preferably one that you have experienced on professional placement.
2. **Create** an *integrated activity sequence*, presenting this as a **digital resource for teachers**. The sequence must communicate how it can be integrated into an actual unit of study in a learning area outside of the Arts (preferably encountered in professional practice). Include:
 - a brief overview of the selected unit (approx. 200 words);
 - three (3) Arts activities that enhance learning in the other learning area/s (approx. 600 words each + curriculum);
 - a mix of both visual and performing arts;
 - links to a specific band of the Arts Curriculum;
 - links to other curriculum learning areas
 - relevant resources for teaching and learning.

PART B - REFLECTIVE ANALYSIS AND EVALUATION (1000 words)

Complete a **written reflection and evaluation** of your planning and learning, as well as a **justification** of the resource as authentic arts learning.

Ensure that you:

- **justify** the activities as authentic arts learning;
- **evaluate** the effectiveness of the selected arts teaching strategies used in the activity sequence;
- **reflect** on your arts learning as a result of the planning and implementation aspects of this task;
- **identify** the professional understandings you have developed throughout this Arts unit, referring to appropriate literature - how does this resource demonstrate your knowledge and future aspirations for be(com)ing a successful teacher of authentic arts learning? What do you still need to learn? How can you continue to develop

your knowledge and skills to be(come) an effective teacher of the Arts?

* CRITICAL REFLECTION - Use an acclaimed model/framework for critical reflection on your work (e.g. Schön; Kolb; Gibbs), acknowledging this in references.

MOODLE SUBMISSION

Submit PART A and PART B as separate PORTFOLIO items (Moodle Canvas). Refer to instructions provided on Moodle and in tutorials.

The activity resource can be a single uploaded PDF or Word document.

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 11:59 pm AEST

Length: 2500 - 3000 words. This assessment task draws on the following Australian Professional Standards for Teachers: 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.2

Return Date to Students

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

50%

Assessment Criteria

- Application of learning to the planning of arts teaching and learning
- Structure and development of integrated arts learning experiences with appropriate selection of content and strategies for targeted audience
- Demonstrated Arts knowledge to engage learners and communicate meaningfully
- Creation and presentation of supporting documentation that clearly links to appropriate arts and other curriculum areas with relevant learning
- Demonstrated evaluation and reflection skills through written communications
- Acknowledged reference to appropriate readings

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your assigned Canvas portfolio must be used for the submission. References for all sourced material required throughout.

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
- Critically reflect on the development of professional knowledge and personal learning in the arts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem