

Melbourne Graduate School of Education
Master of Teaching (Secondary)
EDUC90478 (Semester 2)
Coordinator: Kate Coleman [e. kathryn.coleman@unimelb.edu.au]



**Teaching Folio of Resources and Unit Plan
Assessment Task 2 a & b (Semester 2)**

Due date: 7 November, 2016

Task weighting: Total 60% (30% unit plan + 30% Weebly folio)

Word Count: 2000 words (1000 or equivalent each)

Purpose

This task provides teacher candidates with the opportunity to explore a range of two and three-dimensional materials and techniques through the theme of Site-Space-Sight that includes:

- Drawing
- Painting
- Printmaking
- Sculpture

The subject will give artist-teacher candidates the opportunity to participate in 2-hour studio based workshops, which will provide knowledge and experience in the use of artist materials for learning about visual arts and design, while developing an understanding of the processes involved in curating a folio of resources (process and product) as a teacher.

Each method will be experienced through interactive co-designed and collaboratively taught workshops that explore the theme. Teacher candidates are encouraged to conduct further research on these skills and annotate this in their visual diary. By reflecting art making and practice through the recording of each stage of the method using detailed annotation and visual imagery, a habit of mind and 'insider' knowledge of artist diaries will be experienced. The objective of this task aims to provide teacher candidates with a comprehensive teaching resource as well as an embodied reflective practice as artist-student and artist-teacher.

Task Requirements

1. Lesson Pack

Lesson Pack must include a detailed lesson plan of the selected domain: Drawing, Painting, Printmaking and Sculpture and Year group, as well as any resources that you consider important for teaching the concept developed in the studio session in a secondary art and design classroom.

To be submitted 1 week after the team teaching studio workshop in Turnitin (Wednesday 1 week after collaborative studio session).

2. Teaching Folio

Develop a comprehensive Artist-Teacher Portfolio in Weebly that demonstrates and evidences instructional strategies and resources for the studio disciplines studied this semester (this includes reflection and collection of all studio opportunities as an artist-teacher).

Description

Each method will be experienced through studio workshops that explore the theme of Site-Space-Sight. During this time, you will collaborate on team teaching with the lecturer and co-designing a studio experience in one of the 4 disciplines. You are encouraged to conduct further research on these skills and annotate the process in your visual diary before curating in the Digital Folio. To successfully develop lesson ideas with accompanied worksheets and visual imagery, it is important to understand the techniques and processes involved in utilising media and materials in the studio. To achieve this key skill, annotating each

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workshop undertaken through detailed annotation and visual imagery in their A4 Visual Diaries is an important skill.

Setting up your own Artist-Teacher Portfolio

1. In Weebly (<http://www.weebly.com/>) set up a free account and read through the details, name your site and consider the type of public resource profile that an art teacher would have.
2. Develop a site that you will continue to go back to, use across the semester and reflects your style of teaching
3. This is a portfolio of resources, it is not your resume, CV or teacher portfolio.
4. Begin to build the site with placeholders for the 4 domains we will be working in: Drawing, Painting, Printmaking and Sculpture. These may be done in 4 navigation tabs as pages.
5. Build in a time to play with the tool, get used to the drag and drop elements and what suits your style of resource development.

Submission is via a shared URL in an email to [Kathryn.coleman@unimelb.edu.au](mailto:kathryn.coleman@unimelb.edu.au) on 7 November, 2016.

Referencing

APA referencing should be used for any materials, or citations made in the task whose sources are from published text, the Internet, or other educators.

<http://www.apastyle.org/>

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Lesson Plan (and Reflections)

Date:

Lesson Topic	Title and Focus...
Link to Curriculum Standards	
Context	
Learning Outcomes (Students)	Students should be able to: Design... Develop.... http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives
Learning Outcomes (Teacher)	I should be able to: Evaluate..... Guide... Facilitate...
Teaching Resources/Materials	
Previous Lesson:	
Key Questions/Big Ideas:	

Instructional Strategies

What will the teacher do?	What will the students do?
Transition Stage	Transition Stage
Engagement Stage	Engagement Stage
Building Knowledge Stage	Building Knowledge Stage
Transformation Stage	Transformation Stage
Feedback/Consolidation	Feedback/Consolidation

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Assessment	Evidence of Student learning:
Reflection and Evaluations	<ul style="list-style-type: none">• What outcomes were achieved?• To what extent?• What can be improved for future lessons?• What goals can I set to achieve these?