

Presenter: Sue Fox and Jacinta Lisec

<p>1. Inhibitors to Implementation of Curriculum</p>	<ul style="list-style-type: none"> • Time • Culture of art at school • Not having specialist teacher at school • Limitations with language and vocabulary • Lack of funding • Demographic of school – diverse cultures, language ability • Background of children • Classroom management • TV culture • No planning days or hours • One man show – only one person teaching visual art at school • Teachers teaching at more than one school • Limited PD opportunities on Arts Curriculum • Need to target more specific bands in PD, not P – 10
<p>2. Solutions/Successes</p>	<ul style="list-style-type: none"> • Networks • Professional associations • QCAA that can offer PD • Art is process driven not content driven so don't always need to build on prior knowledge
<p>3. Time Difficulties</p>	<ul style="list-style-type: none"> • Exploring different ways that Visual Art is taught in Primary that impacts on numbers of students in High School • Art in Primary impacting abilities and knowledge of students entering the subject in High School • Different allocations of time in different schools
<p>4. General Feedback from Group Discussion</p>	<ul style="list-style-type: none"> • Working towards a resolution of the piece of work is not always essential to obtaining enough data to make a judgement for assessment • Continuity of classes – could extra-curricular classes fill in some of the gaps • Specialist teachers to assist the classroom teachers to implement the curriculum • Art teachers required to do other activities during art class time • Some Art teachers have not got specialist training • Limited resources in some schools, some school have no rooms set up for art • Time taken for cleaning up • Teaching to assessment rather than to needs • Have evidence of too much data to make a judgement • Inadequate storage or difficulty storing the artwork of whole school in order to make judgements • How to value the making and responding • Responding has very little elaborations to mark on • Responding criteria in standard elaboration is thin
<p>5. Embedding Aboriginal & TSI perspectives</p>	<ul style="list-style-type: none"> • Protocols for engagement and producing work available on Australian Council site: http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfile/?name=aaf1afd6d719315db5e5e174a1da961.pdf
<p>6. Resources Available to Teachers</p>	<ul style="list-style-type: none"> • Scootle - www.scootle.edu.au • Curriculum into the Classroom (C2C) • QCAA - www.qcaa.qld.edu.au • Professional Associations and networks • ArtsLive – needs registration