

# Tranche 1 – Phase 3 – Initial Draft Course

## Visual Art Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 4 individuals)	1

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed this was clear.	No response required.

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent described this as clear.	No response required.

## Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Query whether 'critical thinking' is achievable in a Level 2 course. This is high-level skill and perhaps not achievable at this level. Suggested instead something around 'questioning skills'.	Critical and creative thinking skills are on a continuum from the start of schooling as expressed through the Australian Curriculum. At Level 2 students can use critical thinking.

## Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents described Pathways as clear.	No further action required.

## Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents described the Course Requirements as clear.	No further action required.

## Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents described this as clear.	No further action required.

## Module Content

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>The gap between 300 – 700 words for written tasks feels far too large. This means a teacher might ask for four (4) tasks all at 700 (or 2800 words total) while another could ask for all 300. Or 1200 words only.</p> <p>Module 2 asks for two responses for the journal. It is unclear whether this means two journals or two responses in the journal, and this needs clarifying.</p>	<p>The course writer will clarify and re-examine all the Working Requirements.</p>
<p>Would prefer to see another theory assignment placed earlier in the course to act as a way of gauging students understanding of new skills that they can then take into the last module.</p>	<p>The course writer will spread Work Requirements more evenly through the modules.</p>

## Criteria and Standards

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Concern that these criteria do not facilitate 'critical thinking' which is a very advanced skill.</p>	<p>Critical and creative thinking skills are on a continuum from the start of schooling as expressed through the <i>Australian Curriculum</i>. At Level 2 students can use critical thinking</p>

## Appendix I - Line of Sight

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>The Line of Sight was clear to all respondents.</p>	<p>No action required.</p>

## Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreed this was clear.	No actions required.

## Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
As noted previously.	Curriculum Leader will work on all areas noted.

## Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A.	No further action required.

## Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A.	N/A.