



ECH 131

The Arts in Early Childhood Contexts

S2 Day 2014

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Convenor

Jenny Nicholls

jenny.nicholls@mq.edu.au

Contact via jenny.nicholls@mq.edu.au

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces the creative arts and their role in the lives of children from birth to 12 years. It explores children's aesthetic and expressive development in visual arts, music, dance and drama, and their use of the arts as symbol systems for making and communicating meaning. Students gain understanding, knowledge and appreciation of skills, processes and outcomes necessary to teach the creative arts in 0–5 and K–6 settings. The role of the teacher in working with children in ways which regard them as competent, creative and resourceful art makers is explored, as is the place of direct instruction to develop children's skills within the context of their diverse needs and interests. The role of community arts organisations and spaces – museums, galleries, performing arts – in providing opportunities for children to gain experience in appreciation of the art forms is explored.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Demonstrate theoretical understanding of the role and value of the arts in early childhood.

Recognise that art forms are products of culture both handed down to, and created by, children.

Recognise that the child's experiences of art making cultures begin with the family and

broadens to encompass school and community cultures.

Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.

Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.

Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.

Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment Tasks

| Name | Weighting | Due |
|---|-----------|-----------------------------|
| <u>Online Provocations</u> | 60% | Ongoing throughout semester |
| <u>Short in-class Essay</u> | 10% | Week Beginning 15/09/14 |
| <u>Analysing Arts Experiences</u> | 30% | 17/11/14 |

Online Provocations

Due: **Ongoing throughout semester**

Weighting: **60%**

Continuous online discussions focused on unit content and other resources.

On successful completion you will be able to:

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own

creative works.

- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Short in-class Essay

Due: **Week Beginning 15/09/14**

Weighting: **10%**

Short in-class essay. 20 minute written response to issues raised in the unit.

On successful completion you will be able to:

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.

Analysing Arts Experiences

Due: **17/11/14**

Weighting: **30%**

An analysis of three observed arts experiences.

On successful completion you will be able to:

- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.

Delivery and Resources

Internal Students

Weekly class time: 1 x 1hr lecture and 1 x 1 1/2 hour practical tutorial. Continuous online contribution to provocations.

External Students

Access to lectures though Echo Recordings on iLearn

On-campus session 1st-2nd October 9-5pm

Continuous online contribution to provocations.

To access the ECH 131 website click on:

<https://ilearn.mq.edu.au/login/MQ/>

Login with the user name and password that has be sent to you in your enrolment letter. You can change your password once you have logged in.

From the unit's website you can access the lectures through ECHO recordings and the relevant lecture slides.

Unit Schedule

| | |
|--------|---|
| Week 1 | Introduction |
| Week 2 | The visual arts and children birth-12 years |
| Week 3 | The role of the teacher: Fostering young children's creativity in the visual arts |
| Week 4 | Responding to the art works of others |
| Week 5 | Music and Movement in Children's Lives |

Week 6 Young children making meaning through Dance

Week 7 Creativity and authentic assessment

Weeks 8 Drama in the Early Years

Week 9 Taking on a role

Week 10 Programming for drama

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Short in-class Essay
- Analysing Arts Experiences

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
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- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Short in-class Essay
- Analysing Arts Experiences

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.

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Assessment tasks

- Online Provocations
- Short in-class Essay
- Analysing Arts Experiences

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment task

- Online Provocations

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Demonstrate an understanding of the development of children's creativity, artistic

awareness and skills in music, visual arts, drama and dance.

- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Short in-class Essay
- Analysing Arts Experiences

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Recognise that art forms are products of culture both handed down to, and created by, children.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Take responsibility for personal and professional development as critically reflective and

skilled Creative Arts educators.

Changes since First Published

| Date | Description |
|------------|-------------|
| 22/07/2014 | No changes |