



ECED828

Creativity and the Arts: Contemporary Perspectives

S1 Day 2014

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Convenor

Peter Whiteman

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Credit points

4

Prerequisites

((ECED600 or ECED817) and (ECED602 or ECED819)) or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

This unit focuses on the pivotal role of the arts in early childhood, particularly in the domains of music and movement, visual arts, and drama. Students are provided opportunities to enhance their capacity to use diverse resources that underpin high quality arts education. The unit provides a forum through which to critique contemporary issues in arts education, drawing on current research in early childhood and allied fields. Students will investigate current specialist pedagogies as a basis for developing personal approaches to the provision of early childhood arts education.

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 a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.

Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.

Critically analyse and reflect on materials, processes and repertoire that underpin

creative arts learning experiences in early childhood.

Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Assessment Tasks

Name	Weighting	Due
Reading journal	40%	4 April 2014
Performance inquiry	30%	3 May 2014
Applied task	30%	6 June 2014

Reading journal

Due: **4 April 2014**

Weighting: **40%**

The places and roles of the arts in young children's lives can be conceptualised in a plethora of ways in the twenty-first century. It is essential for early childhood teachers to understand this variety and position children's arts learning opportunities appropriately. For this assignment, you are required to find four journal articles or book chapters that pertain to children and the arts in early childhood and critically analyse them. For each article or chapter, you should:

1. Summarise the content of the article/chapter.
2. Explain how this particular approach to young children and their arts cultures/learning fits with contemporary views of children and childhoods.
3. Outline your reaction as an educator to this article/chapter and link this to changes you might make in your practice.
4. Name one issue that was raised in the article/chapter that has given you pause for consideration. Explain the issues and where and how you are going to find further information to resolve this.

On successful completion you will be able to:

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.

Performance inquiry

Due: **3 May 2014**

Weighting: **30%**

For this task, you are required to attend a performance that has been designed for children birth - 5 years. Examples include (but are not limited to) a concert or a children's theatre performance.

To find appropriate performances, you might look at the Sydney Morning Herald Theatre Directory, The Sydney Opera House *Kids at the House* Program, *Marian Street Theatre for Young People*, *Sydney's Child* magazine or your local paper. Art galleries and museums often have live performances for children throughout the year. Please note that attending an exhibition at an art gallery or museum is *inappropriate* for this assessment task.

During your attendance, you should make notes that will later help you write your critique. Remember that performances for children rarely focus on just one artform (e.g. drama, music, movement or visual arts by itself).

Your critique should:

1. describe the performance (including its location and aim if this was made explicit);
2. comment on its suitability for its intended audience,
3. explain how the performance uses aspects of different artforms together and how effective this was, and
4. comment on the audience's reactions and/or responses to the performance.

While this assignment is based on your opinions, normal scholarly practice is expected, so these opinions must be located within the wider literature and supported with current references.

On successful completion you will be able to:

- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Applied task

Due: **6 June 2014**

Weighting: **30%**

MTeach students must complete **Option 1**. MECh students may choose Option 1 or Option 2.

Option 1 - Learning experiences

For this assessment task, you are required to prepare an outline of a set of arts learning experiences. *Please note that you are not required to submit a series of plans.* You should:

1. Provide a brief (hypothetical) situational analysis that outlines the context of the birth- 5 years learning environment for which you have chosen to plan. You should consider things like data about the age(s) of the children, the physical environment, human and other resources, the philosophy of the Centre.
2. Select a current exhibition at the Museum of Contemporary Art (can include parts of the MCA collection).
3. Explain why you have chosen this exhibition as a site for visual arts learning experiences for the children you have described above. You must include information about the elements and principles of art that will underpin the children's work around this exhibition and a précis of the artist(s), their work and techniques that will need to be incorporated into your proposed teaching and learning experiences.
4. Outline a series of up to five sequential visual arts learning experiences based on the exhibition. Remember that these are not full plans, but overviews of elements and principles, content and the like. You do need to show how your proposed learning experiences will be guided by the Early Years Learning Framework.

The visit to the MAC on Saturday 17 May will provide a free tour and investigation of the MCA with art educators from the MCA and University staff.

Option 2 - Individual project

MECH students may consult with your tutor to present a theoretically oriented essay based on a current MCA exhibition.

For this assignment, you need to prepare an expository text (one-sided argument) that argues for the use of art museums (specifying a current MCA exhibition) as sites for early childhood arts education.

Your essay should situate children fully and critically engaging in the arts as ways of making meaning with and for others. You should consider things like: literal and expressive symbolization; bodies of knowledge that underpin semiotic systems; the development of metalanguage, and the importance of aesthetically sensitive, critical thinkers.

On successful completion you will be able to:

- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.
- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Delivery and Resources

Technology

External students will require reliable internet access to download or stream lectures, interact with peers and staff, and submit assessment tasks.

Lecture and Tutorial Times

Students are required to view (by downloading or streaming from iLearn) 10 lectures, attend seminars on Fridays 3.00-5.00pm and one Saturday according to the following schedule:

Music Seminars - X5B 292, 3.00-5.00pm 7, 14, 21, 28 March

Drama Seminars - X5B 145, 3.00-5.00pm 4, 11, April, 2 May

Art Seminar - Museum of Contemporary Art, Sydney, Whole day 17 May

Teaching and Learning Strategy

Each week, students are expected to engage fully and critically with the unit readings and other preparatory tasks (e.g. discussions with colleagues, self reflection, posting to the unit discussion board) prior to class.

At Macquarie, it is assumed that each credit point involves approximately 3 hours of work per week over the semester. So for this 4 credit point unit, the notional workload would be 12 hours per week over the 15 week semester. This estimate is based on average student performance. Some students may achieve their desired grades with this amount of effort while others may require more time due to a desire to achieve very high grades or a need to clarify conceptual understandings.

Presentation of written work

All work should be proof-read carefully prior to submission, be free of mechanical errors (e.g. spelling and grammatical inaccuracies) and prepared according to APA style.

Submission of Assessment Tasks

All assessment tasks are to be submitted via the unit iLearn site using *Turnitin*. No assignments will be accepted in hard copy.

Assessment items must be submitted on or before the due date. Late work will attract a penalty of 5% of the available marks for each calendar day late.

Requests for extensions must be made via [Tracker](#) before the assessment item is due. Please advise the unit convenor as soon as possible of other claims relating to severe illness or misadventure on the due date. These claims must be carefully documented.

There is no opportunity for resubmission of assessment items for this unit.

Unit Web Page

The iLearn site for this unit can be found by pointing your web browser to <http://ilearn.mq.edu.au>

Students will be required to utilise this facility during the unit to access lectures, assessment materials, interact with colleagues and keep up to date with developments in the unit. It is important that you familiarise yourself with the site and its operations early in the semester. If you have questions about navigating the site, it is important that you direct these to one of the teaching team as early as possible.

Changes Since Last Offering

To afford greater access to specialist resources, the Visual Arts component of this unit has been modified. All students enrolled in the unit, regardless of delivery mode now undertake the Visual Arts component at the Museum of Contemporary Art, with Macquarie and MCA staff.

Assessment tasks and weighting have also been revised.

Textbooks and Study Materials *Prescribed text*

Wright, S. (Ed.). (2012). *Children, meaning-making and the arts* (2nd ed.). Frenchs Forest, NSW: Pearson Australia.

Additional resources

The following additional resources are deemed useful for the material covered in this unit. They are available from the University Library. Additional resources may be made available on e-reserve in the library as the semester progresses.

Althouse, R., Johnson, M. H. & Mitchell S. T. (2002) *The colors of learning*. New York: Teachers College Press

Bresler, L., & Thompson, C. M. (Eds.). (2002). *The arts in children's lives: Context, culture and curriculum*. Dordrecht: Kluwer Academic.

Bridges, D. (1994). *Music, young children and you*. Sydney: Hale and Iremonger.

Campbell, P. S. (1998). *Songs in their heads : music and its meaning in children's lives*. New York: Oxford University Press.

Craft, A., Jeffrey, B. & Liebling, M. (eds). *Creativity in education*. London: Continuum. Davidson, J. (1996). *Emergent literacy and dramatic play in early childhood education*. Albany, NY: Delmar.

Deans, J., Brown, R., & Young, S. (2007). The possum story: reflections of an early childhood drama teacher. *Australian Journal of Early Childhood*, 32(4), 1-6. #

Duffy, B. *Supporting creativity and imagination in the early years* (2nd ed.) Maidenhead: Open University Press.

Edwards, L. (2006). *The creative arts: A process approach for teachers and children*. Upper Saddle River, NJ: Pearson.

- Edwards, L. Bayless K.M. & Ramsey, M.E. (2005). *Music, a way of life for the young child* (5th ed.). New York: Merrill.
- Eisner, E. (2002). *The arts and the creation of mind*. New Haven, Ct: Yale University Press. Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw and sing their understanding of the world*. New York: Teachers College Press.
- Gandini, L., Hill, L., Cadwell, L. & Schwall, C. (Eds.). (2005). *In the spirit of the studio: Learning from the atelier of Reggio Emilia*. New York: Teachers College Press.
- Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York: Basic Books.
- Gardner, H. (1994). *The arts and human development*. New York: Basic Books.
- Hammett, C.T. (1992). *Movement activities for early childhood*. Champaign, Il: Human Kinetics.
- Hendy, L. & Toon, L. (2001). *Supporting drama and imaginative play in the early years*. Philadelphia, Pa: Open University Press.
- Isenberg, J. & Jalongo, M. (2001). *Creative expression and play in early childhood*. (3rd ed.). Upper Saddle River, NJ: Merrill.
- Joyce, M. (1993). *First steps in teaching creative dance to children* (3rd ed.). Mountainview, Ca: Mayfield.
- Kolbe, U. (2005). *It's not a bird yet: The drama of drawing*. Byron Bay: Peppinot Press.
- Kolbe, U. (2001). *Rapunzel's supermarket: All about young children and their art*. Sydney: Peppinot Press.
- Matthews, J. (1999). *The art of childhood and adolescence: The construction of meaning*. London: Falmer.
- Matthews, J. (2003). *Drawing and painting: Children and visual representation*. London: Hodder & Stoughton.
- Pointer, B. (1993). *Movement activities for children with learning difficulties*. London: Jessica Kingsley.
- Schiller, W. (Ed.) (1996). *Issues in expressive arts. Curriculum for early childhood*. Amsterdam: Gordon & Breach.
- Schiller, W. (Ed.) (2000). *Thinking through the arts*. Sydney: Harwood Educational Publishers.
- Shreeves, R. (1990). *Children dancing* (2nd ed.). London: Ward Lock International.
- Smith-Autard, J.M. (1992). *Dance composition: A practical guide for teachers*. London: A & C Black.
- Spurgeon, D. (1991). *Dance moves*. Sydney: Harcourt, Brace, Jovanovich.
- Stinson, W. (1990). (Ed.). *Moving and learning for the young child*. Reston, Va: American Alliance for Health, Physical Education, Recreation and Dance.
- Toye, N. & Prendville, F. (2000). *Drama and traditional story for the early years*. London: Routledge.
- Vecchi, V. & Giudici, C. (Eds.) (2005). *Children, art, artists*. Reggio Emilia: Reggio Children.
- Warren, K.(1999). *Hooked on drama. The theory and practice of drama in early childhood* (2 ed.).Katoomba: Social Science Press.
- Young, S. & Glover, J. (1998). *Music in the early years*. London: Falmer.
- Young, S. (2003). *Music with the under fours*. London: Routledge Falmer.

Art Education

Arts Education Policy Review

Australian Art Education

Australian Journal of Early Childhood

British Journal of Music Education

Childhood Education

Contemporary Issues in Early Childhood

Drama Australia

Early Child Development and Care

Early Childhood Research Quarterly

European Early Childhood Education Research Journal

General Music Today

International Journal of Education and the Arts

International Play Journal

Journal of Aesthetic Education

Journal of Art and Design Education

Journal of Physical Education, Recreation & Dance

Journal of Research in Music Education

Journal of the Educational Drama Association of NSW

Music Education Research

Music Educators Journal

Psychology of Music

Research in Drama Education

Research Studies in Music Education
Studies in Art Education

Unit Schedule

1	<p><i>Unit overview</i></p> <p>What constitutes the arts in early childhood?</p> <p>The nature of creativity</p> <p>The arts as symbol systems</p> <p>Arts literacies</p> <p>Bodies of knowledge</p> <p>The importance of metalanguage</p>
2	<p><i>Music</i></p> <p>Musicking in early childhood</p> <p>Musical elements</p> <p>Repertoire (birth-3 yrs)</p>
3	<p><i>Music</i></p> <p>Musical development</p> <p>Generative approaches to planning</p> <p>Repertoire (3-5yrs)</p>
4	<p><i>Music</i></p> <p>Approaches to planning and authentic assessment</p> <p>Children's voices in assessment</p> <p>Effort actions and embodied symbols</p>
5	<p><i>Drama</i></p> <p>Forms and conventions of drama</p> <p>Dramatic play in early childhood</p>
6	<p><i>Drama</i></p> <p>Working in role: process drama</p>
7	<p><i>Drama</i></p> <p>Pathways into drama: Finding the pretext</p>

8	<p><i>Visual Arts</i></p> <p>Ways of knowing – disrupting dichotomies</p> <p>Histories and Tensions in visual arts education</p> <p>Image(s) of the child in teaching in the visual arts</p> <p>Aesthetics and connecting with the world</p> <p>Elements and Principles – the metalanguage of the visual arts</p> <p>Doing, Understanding and Appreciating – seeking complexity and connection</p>
9	<p><i>Visual Arts</i></p> <p>Graphic Languages & Symbolic Meaning Making</p> <p>The languages of</p> <ul style="list-style-type: none">• Drawing• Painting• Clay• Collage• Sculpture• Wire• New Media <p>Co-construction, Community and Collaborative works</p>
10	<p><i>Visual Arts</i></p> <p>Questions of Creativity</p> <p>The Role of The Teacher</p> <p>The Environment</p> <p>Resources and Materials</p> <p>Time</p> <p>Assessment and Evaluation</p> <p>Fostering Connections</p> <ul style="list-style-type: none">• With cultures• With communities• With art worlds

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.

Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.

Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.
- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Assessment task

- Applied task

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Assessment tasks

- Performance inquiry
- Applied task