ECH 454
Creativity and the Arts
S2 External 2013

Institute of Early Childhood

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**General Information**

Unit convenor and teaching staff
Unit Convenor
Clare Britt
claire.britt@mq.edu.au
Contact via claire.britt@mq.edu.au

Credit points
3

Prerequisites
60cp or admission to GDipAdvStEc

Corequisites

Co-badged status
ECH454

Unit description
This unit enables students to explore creativity and its role in art making for both adults and children. Students engage in an exploration of theory and research which relate to definitions of creativity and imagination. Cognitive, affective and imaginative aspects of creativity are explored through forms of art relevant to early childhood. Seminars include practical, creative experiences in each of the art form areas: music and movement/dance, visual arts and drama.

**Important Academic Dates**

Information about important academic dates including deadlines for withdrawing from units are available at [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

**Learning Outcomes**

1. Develop an understanding of contemporary theories of creativity.
2. Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
3. Engage in discourse about creativity in contemporary contexts.
4. Explore the creative process by engaging in art-making and art appreciation experiences.
5. Apply knowledge of the skills, techniques and conventions of the arts by creating an original art work which can relate to teaching in primary school and/or ECEC settings.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>15%</td>
<td>August</td>
</tr>
<tr>
<td>Creativity Essay</td>
<td>25%</td>
<td>October</td>
</tr>
<tr>
<td>Creative journal</td>
<td>20%</td>
<td>November</td>
</tr>
<tr>
<td>Major Creative Work</td>
<td>40%</td>
<td>November</td>
</tr>
</tbody>
</table>

Online Discussions
Due: August
Weighting: 15%

Starting in week 1 of the semester you are expected to submit 4 postings related to specified unit readings. These are located in the relevant weekly sections of the iLearn site, under the heading Assessment. Postings relate to weeks 1, 2, 4, and 9. The due dates are shown on iLearn. Each posting is due by Monday evening of the week AFTER the readings are done, so that you have the weekend available to finalise the week’s task.

There will be questions or focus topics set out each week, based on the week’s readings and on individual investigations and experiences.

This Assessment Task relates to the following Learning Outcomes:
- Develop an understanding of contemporary theories of creativity.
- Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
- Engage in discourse about creativity in contemporary contexts.

Creativity Essay
Due: October
Weighting: 25%

Essay Question: In what way(s) might the artist (choose from list provided) provide a lived example of the theories of creativity you have researched in ECH454?

This Assessment Task relates to the following Learning Outcomes:
- Develop an understanding of contemporary theories of creativity.
• Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
• Engage in discourse about creativity in contemporary contexts.

**Creative journal**

**Due: November**  
**Weighting: 20%**

For this subject, you will need to keep a Creative Journal (or Process Diary). You might like to purchase a sketchbook specifically for this purpose (depending on your personal preferences, this might be A3, A4 or A5 sized), or, if you prefer, you might like to have a folder or a digital document that you add to over the semester.

In your creative journal, as well as describing and analysing the creative processes of your chosen major creative work (and related explorations of techniques, subject matter, influences of other artists etc), you should also include photographs, jottings, sketches and notes that make visible your creative processes.

For the written components of your creative journal, you are required to write at least 4 entries, at least 200 words each, documenting the progress of your major work. There must be at least 4 weeks between the first and the last entry.

This Assessment Task relates to the following Learning Outcomes:
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**Major Creative Work**

**Due: November**  
**Weighting: 40%**

You are required create an original artwork suitable for sharing with young children and with potential to enhance their creative engagement with the arts. Your creative product is **not** to be specifically designed as a teaching aid. However it could of course be used in a classroom as part of a curriculum, just as books, music or visual art works are used.
You must specify a target age group between birth and 12 years and justify your choice (in your journal).

Projects may include:

- an artwork e.g. painting, drawing, collage, sculpture, fabric art
- a picture book or poetry anthology
- music or songs, dance
- drama (could be puppetry, including making of puppets)
- digital media

This Assessment Task relates to the following Learning Outcomes:

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Delivery and Resources

This unit is offered in internal and external mode

Internal students will attend a 1-hour lecture and 2-hour tutorial classes every week on the university campus. Timetable / location details for these tutorials can be found on the University website at: [http://www.timetables.mq.edu.au/](http://www.timetables.mq.edu.au/)

External students enrolled in this unit will attend an on campus session, scheduled for 25th September. If you foresee problems in attending the session, please let the Unit Coordinator know as soon as possible. Non-attendance can lead to exclusion from the Unit, so it is essential that you discuss difficulties or concerns with the Unit Coordinator. All lectures are digitally recorded live and available through the ECHO360 facility for you to listen to weekly. Lecture slides will also be posted on the unit website.

All students are expected to participate in web discussions.

All readings are available on eReserve.
## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures &amp; Practical Workshops</th>
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<tbody>
<tr>
<td>1</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; August</td>
</tr>
<tr>
<td></td>
<td>Introduction to Creativity</td>
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<tr>
<td>2</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; August</td>
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<tr>
<td></td>
<td>'Creativity and the art of play' or in reverse - 'Play and the art of intuitive creativity'.</td>
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<tr>
<td>3</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; August</td>
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<td></td>
<td>'Sites for creative exchange: Connecting with galleries, museums and festivals'</td>
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<tr>
<td>4</td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; August</td>
</tr>
<tr>
<td></td>
<td>Creative writing 1- Ways of telling stories: the unique artistry of the picture book; exploring plot and character in children's fiction</td>
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</tbody>
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26<sup>th</sup> August – 13<sup>th</sup> Sept 4<sup>th</sup> Year Prac (no classes)

16<sup>th</sup> Sept – 27<sup>th</sup> Sept – Mid-Semester Break

25<sup>th</sup> September

On-Campus Session for External Students

8    | 4<sup>th</sup> October         |
|      | ‘A story is basically always inside a Project': The Story of Art in the 'Stories Project' |
|      | (The language of illustration) |

http://unitguides.mq.edu.au/unit_offerings/35267/unit_guide/print
### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) of Policy Central.

### Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

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<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Creative writing 2 - Playing with words: poetry for children</td>
</tr>
<tr>
<td>10</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Creativity with music - exploring the world of sound: Listening, singing, improvising and composing</td>
</tr>
<tr>
<td>11</td>
<td>25&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>'Articulation and Movement: Story telling through puppets’</td>
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<tr>
<td>12-13</td>
<td>1/11, 8/11</td>
<td>Major Work Sessions</td>
</tr>
<tr>
<td></td>
<td>15&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Major Works Exhibition</td>
</tr>
</tbody>
</table>
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**

- Develop an understanding of contemporary theories of creativity.
- Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
- Engage in discourse about creativity in contemporary contexts.
- Explore the creative process by engaging in art-making and art appreciation experiences.
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Assessment tasks

- Online Discussions
- Creativity Essay
- Creative journal
- Major Creative Work

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

- Develop an understanding of contemporary theories of creativity.
- Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
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Assessment tasks

- Online Discussions
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- Major Creative Work

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

• Develop an understanding of contemporary theories of creativity.
• Engage in discourse about creativity in contemporary contexts.
• Explore the creative process by engaging in art-making and art appreciation experiences.
• Apply knowledge of the skills, techniques and conventions of the arts by creating an original art work which can relate to teaching in primary school and/or ECEC settings.

Assessment tasks

• Online Discussions
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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

• Develop an understanding of contemporary theories of creativity.
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Assessment tasks

• Online Discussions
• Creativity Essay
• Creative journal
• Major Creative Work
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

- Develop an understanding of contemporary theories of creativity.
- Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
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- Explore the creative process by engaging in art-making and art appreciation experiences.
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Assessment tasks

- Creativity Essay
- Creative journal
- Major Creative Work

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

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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

• Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
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• Apply knowledge of the skills, techniques and conventions of the arts by creating an original art work which can relate to teaching in primary school and/or ECEC settings.

Assessment task

• Creative journal

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 outcomes

• Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.
• Explore the creative process by engaging in art-making and art appreciation experiences.
• Apply knowledge of the skills, techniques and conventions of the arts by creating an original art work which can relate to teaching in primary school and/or ECEC settings.

Assessment task

• Major Creative Work

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 outcomes

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