



ECH 454

Creativity and the Arts

S2 Day 2014

Institute of Early Childhood

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General Information

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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 teaching, learning, innovation and art making for both adults and children. Students engage in an exploration of theory and research which relate to definitions of creativity and imagination. In the unit, students investigate the creativity of young children and the role of creativity in their learning, exploring cognitive, affective and imaginative aspects of creativity through forms of art relevant to early childhood. Students also explore their own creativity through practical experiences in a variety of art form areas and through independent work towards an original major creative project.

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:

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.

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.

General Assessment Information

Assessment in ECH454

Summary of assessment: An essay, online discussions of research-based readings, a creative journal, a major creative work.

Assessment rationale: Assessment provides opportunities for students to show evidence of their understanding of theories of creativity, explore their own creativity and apply this to children's learning.

Please note: You are required to submit all assignments. Failure to do so will result in a fail grade for the unit.

General assessment requirements

- **All** assignments must be submitted for students to pass the unit.
- Assignment 1 will be submitted via iLearn.
- Assignment 2 will be submitted via iLearn.
- Assignment 3a and Assignment 3b may be posted or delivered. This may involve making special arrangements with the unit co-ordinator, depending on the size and fragility of the work.
- Late assignments will be penalised by a deduction of 5% of marks per day if an extension has not been granted.
- Extensions must be applied for BEFORE the due date of the relevant assignment.
- All failing assignments will be double marked where failure relates to unsatisfactory

content.

Assessment Tasks

Name	Weighting	Due
Online Discussions	15%	from August (week 1)
Creativity Essay	25%	20th October
Creative journal	20%	20th November
Major Creative Work	40%	20th November

Online Discussions

Due: **from August (week 1)**

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.

Assessment criteria

- All postings are completed on time
- Postings show critical reflection on readings and explorations
- Postings show some engagement with the ideas from the lectures
- Written expression is clear and grammatically correct
- Referencing is done in correct APA style

On successful completion you will be able to:

- 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: **20th October**

Weighting: **25%**

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

Assessment criteria

- Analysis is supported by references to theory and research around creativity
- Essay shows wide reading, beyond compulsory unit readings
- Reference material cited reflects an ability to source high quality information (peer reviewed and/or research-based)
- Essay contains analysis of practical examples clearly linked to theory
- Written expression is clear and grammatically correct
- APA referencing is correctly used

On successful completion you will be able to:

- 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: **20th 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.

Assessment criteria

- Evidence of development of creative thought over time.
- Evidence of experimentation/exploration/refinement of ideas.
- Evidence of reflection on relevant socio-cultural and developmental knowledge.
- Reference to readings on young children's engagement with creative arts.
- Reference to readings on the media and techniques for your chosen art form
- Evidence of understanding of children's engagement with selected art form.
- Clear and grammatically correct written expression.
- Correct APA referencing.

On successful completion you will be able to:

- 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.
- 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.

Major Creative Work

Due: **20th 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

Marking criteria (Major Creative Work):

- The art work shows originality
- The art work shows the artist’s creative thinking and problem-solving
- The artwork effectively communicates ideas through selected media and techniques
- The art work is appropriate for chosen age group
- The art work has potential to inspired children’s creative engagement
- The art work is of high aesthetic quality and presentation
- The art work is appropriately durable and safe for sharing with children

NOTE: While the above criteria relate to the artwork, journal entries will be assessed concurrently, so that all criteria can be fully explored by markers.

On successful completion you will be able to:

- 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.
- 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.

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/>

External students enrolled in this unit will attend two on campus sessions, scheduled for **26th and 27th September**. If you foresee problems in attending the sessions, 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 and video captured live and available through the ECHO360 facility for you to listen to weekly. In

some cases, 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.

The full list of readings for ECH454 is available on iLearn.

Unit Schedule

<p>Part 1: Introduction to Creativity</p>	<p>Introduction to Creativity (8th August)</p> <p>In this lecture and practical workshop, we will explore Theories of Creativity (Key Theorists, Overlapping Ideas), Contexts for Creativity (Creativity in social & cultural contexts, Fostering creativity in children, Nurturing your own creativity, Teaching creatively, Your thoughts, beliefs and assumptions about creativity), and an Overview of the ECH454 unit (Lectures, workshops, Assessments). In the practical workshop, we will explore theories of creativity, and respond to ideas around creativity and the creative process in a range of ways. We will also watch the documentary <i>“William Kentridge: Anything is Possible”</i> and start to make links between theories of creativity, and creativity in practice. We will finish with reflections on creative teaching, and possibilities for fostering creativity in the classroom</p> <p>Lecture and Workshop delivered by Clare Britt</p>
<p>Part 2: Creativity and the Visual Arts</p>	<p>'Creativity and the art of play' or in reverse - 'Play and the art of intuitive creativity' (15th August)</p> <p>This lecture and practical workshop will be about creative confidence and learning how to understand, play and listen, to your intuitive creativity or inner voice. Michele will use her art practice as a working example, and briefly explain the process of producing a body of work for a solo exhibition – from initial sketches and research to final artworks on the wall.</p> <p>Lecture and Workshop delivered by Michele Morcos</p> <p>Michele Morcos is a visual artist with a studio practice in Sydney. She graduated from The College of Fine Arts (UNSW) in 1999 with a Bachelor of Fine Arts (Painting) and a BA Honours in Art Theory. Michele held her first solo exhibition in 2002, followed by another two solos in 2010 and 2012, and over 25 group exhibitions throughout Australia. Twice she has been a finalist for The Brett Whiteley Travelling Art Scholarship, and was a finalist for The Mosman Art Prize in 2009 and The North Sydney Art Prize in 2013. In 2010 Michele completed a six-month studio residency at Primrose Studios in Sydney and in 2012 helped to establish a new Pop Up Art Space in North Sydney. In February 2013 Michele began a studio residency with Marrickville Council, where she is completing a new body of work, teaching workshops and writing her tinytrappings blog.</p>
	<p>'Sites for creative exchange: Connecting with galleries, museums and festivals' (22nd August)</p> <p>In this lecture and practical workshop, students will gain an understanding of how museums and galleries can enrich their classroom practice and broaden their idea of creativity. We will investigate the notion of 'colouring outside the lines', by looking at how contemporary artists and experimental practice can provide a starting point for creative ideas.</p> <p>Lecture and Workshop delivered by Adele Maskiell and Clare Britt</p> <p>Adele was previously the Coordinator, Formal & Informal Learning at Sydney's Museum of Contemporary Art. In this role, she was responsible for developing, implementing and evaluating education programs and resources with a team of specialised artist educators. Adele worked on programming for a number of diverse audience groups, including schools students, teachers, families and students with specific needs. Prior to this, Adele worked as a secondary visual arts teacher and specialist art teacher for Stage 3 students. Adele has a Bachelor of Creative Arts (Visual Arts) from the University of Wollongong, and a Masters of Teaching from the University of Sydney.</p>

<p>Part 3: Creativity and Children's Literature</p>	<p>The Language of Illustration (29th August)</p> <p>The lecturer will share some of the 'Stories Project' conducted by 7-9 year olds at Collingwood College, Melbourne, in 2011. The project involved a broad exploration of stories and lasted the whole year. It included the children each making their own picture story book, writing poetry, creating puppet plays and animations, singing songs and performing small plays together. This workshop will involve an examination of the art of book making, creating a range of different books. It will also explore the language of illustration through experimentation with a range of materials for different storytelling techniques. It will encourage us to think about the ways in which the book can be art and ways in which different art materials can be used for different communicative and creative effects.</p> <p>Lecture and Workshop delivered by Sophie Rudolph</p> <p>Sophie Rudolph has worked at Collingwood College for five years, initially as a classroom teacher in multiage classes, and currently as the art specialist for five to ten year olds. In this role she works in team teaching capacities and helps to integrate artistic and creative processes and practices into the collaborative projects of each class. Her teaching is inspired by the work of educators in Reggio Emilia, critical pedagogy, and poststructuralist and feminist theory. It involves the key principles of listening to children, commitment to the 'hundred languages', research of the learning process and valuing of difference. She is also studying a PhD at the University of Melbourne and sits on the Committee for the Reggio Emilia Australia Information Exchange.</p> <hr/> <p>Creative writing 1- Ways of telling stories: the unique artistry of the picture book; exploring plot and character in children's fiction (10th October)</p> <p>The lecture presents an overview of the creative art form of the picture book. It explores the creative integration of words and images to create narrative, plot and characters. The elements, structure and function of both text and illustrations are analysed. The visual and verbal techniques used to communicate ideas and values, both explicit and implicit are explored. In the workshop students explore concepts and information presented in the lecture to analyse a range of picture books. They also engage in some practical creative writing exercises on developing characters and narrative in picture book texts.</p> <p>Lecture and Workshop delivered by Amanda Niland</p> <hr/> <p>Creative writing 2 - Playing with words: poetry for children (17th October)</p> <p>The lecture explores poetry for children – language use, poetic forms, imagery – with a focus on children's open-ended exploration of poets' creativity with words. A range of poetry is explored, and research on children's responses to poetry and the creative use of poetry in classrooms is explored. The workshop explores poetry writing. Students participate in exploring ways to 'paint a picture' with words, creating simple poetry using varied poetic forms.</p> <p>Lecture and Workshop delivered by Amanda Niland</p>
<p>Part 4: Creativity and the Performing Arts</p>	<p>Creativity with Drama (24th October)</p> <p>In the lecture and workshops, we will look at drama and technology. We will examine a number of digital pretexts that could be used in the drama classroom and then consider how drama making can be shared and digitised using a number of online platforms. We will simulate a number of drama experiences that can be created in face-to-face contexts and then developed in online spaces.</p> <p>Lecture and Workshop delivered by Jenny Nicholls</p>

	<p>Creativity with music - exploring the world of sound: Listening, singing, improvising and composing (31st October)</p> <p>The lecture introduces creative arts education theories and research that explore the issues of balancing creativity with skill development. This theoretical framing is then applied to the development of musical creativity with young children. In the workshop students participate in simple improvisation and composition experiences and explore ways to develop creative musical experiences with children.</p> <p>Lecture and Workshop delivered by Amanda Niland</p>
<p>Part 5: Creating a Major Work</p>	<p>Major works sessions (7th November & 14th November)</p> <p>Students will create an original artwork suitable for sharing with young children and with potential to enhance their creative engagement with the arts. Projects may include:</p> <ul style="list-style-type: none">• 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 <p>Students will be able to consult with the unit co-ordinator regarding their proposed major works to discuss possibilities during these sessions.</p> <p>Workshops and consultations delivered by Clare Britt</p>
	<p>Major works exhibition (21st November)</p> <p>This will be a chance to celebrate and enjoy everyone's creativity. All works will be exhibited from the day after the due date. Students will have a chance to view and give feedback on all works. Refreshments will be provided at the opening.</p>

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

- 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.
- 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
- Creativity Essay
- Creative journal
- 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

- 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

- 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.
- 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

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
- Creativity Essay
- Creative journal
- Major Creative Work

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.
- 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.
- 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
- 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.
- 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

- 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

- 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.
- 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
- Creativity Essay
- Creative journal
- Major Creative Work

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.
- 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

- 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