



EDTE353

Curriculum and Teaching in Primary School 3

S1 Day 2015

Dept of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Senior Lecturer - Education

Dean Dudley

dean.dudley@mq.edu.au

Contact via 0298504864

Bld C3A Room 824

By appointment

Credit points

3

Prerequisites

EDTE252 or TEP319

Corequisites

Co-badged status

Unit description

This unit is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school - Creative Arts/The Arts, and Personal Development, Health and Physical Education/ Health and Physical Education - with a particular focus on the development of pedagogical strategies. Practical applications of the knowledge and skills taught in this unit are designed to support the students' professional experience in schools.

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:

1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these
4. Design, implement and reflect upon lessons and units of work which are engaging and

motivating for students K-6

6. Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher when teaching PDHPE and Creative Arts

General Assessment Information

Assessments Schedule

Task	Weighting	Due Date	Linked Unit Outcomes	Australian Professional Standards	Linked Graduate Capabilities
Assessment 1 Assessment of Health & Physical Literacy	40%	6 th – 10 th April 2015 No later than 4pm	UO1;UO2; UO3; UO4; UO6.		GC1; GC2; GC4; GC5; GC7
Assessment 2 Constructive Creative Arts	40%	8 th – 12 th June 2015 No later than 4pm	UO1; UO2; UO4.		GC1; GC2; GC4; GC5; G8
Assessment 3 Reflective Blog & Evaluation	20%	Blogs: Weekly on Wednesday's by 11:59pm AND Evaluation Statement: 12 th June 2015	UO1; UO2; UO3; UO4; UO5; UO6	1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4;	GC1; GC2; GC4; GC5; GC8

Assessment Tasks

Assignment submission

To ensure security, hardcopy assessments should be **submitted** through the Assessment Box on Level 3 of C3A. This box is cleared daily and assessments date stamped. When marked, assessments will be returned through the Student Services Office on Level 3 of C3A. Students must download a Cover Sheet from http://www.humansciences.mq.edu.au/current_students/undergraduate/assessment_cover_sheet

All hard copy assessments **MUST** be word processed in coherent English and be free of grammatical, spelling and typographical errors. High standards of presentation are expected. All assessments must be referenced according to the APA style. Assessments must **NOT** be placed

in plastic sleeves or display folders. Assessments will not be accepted via FAX or email attachment. For ease and uniformity of presentation students are requested to **use a clear font style** (not italics) such as Times New Roman, Arial, Palatino or Calibri in 10- 12 size 1.5 spacing and 2.0 cm margins. Students are encouraged to print on A4 white paper and submit the assessment using double sided rather than single sided print. Additional blank pages or dividers to separate sections are **NOT** required. All assessments must also include a 'header' or 'footer' on each page detailing student name, student number, unit number and assessment number.

As a general rule, extensions are not granted during the week an assessment is due. Applications for **extensions** must be made via <https://ask.mq.edu.au> **BEFORE** the submission date. Extensions can only be granted by the Unit Convenor: Dr Dean Dudley. This will ensure consistency in the consideration of such requests is maintained.

No assessable work will be accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set. Unless an extension is granted, late submissions will **NOT** be graded and no credit awarded for that task. Requests for, and resubmission of, assessments awarded a Fail must be made within seven days of the assessment being returned. If you wish to make a formal appeal about your grade, this should be made in writing to the unit convenor **within one week of the marked assessment being returned**. You will need to submit a clean, unedited copy of the assessment together with the marked copy and a covering letter to the Department of Education Office (C3A 829). Clearly marked envelope: Attention of the convenor. The marker will only see the clean copy.

Students should keep a photocopy and an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the photocopy or file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date. It is recommended that students use the Assessment Dropbox on *iLearn*.

Students who experience a disruption to their studies through ill-health or misadventure are able to apply for 'Special Consideration'. Information related to special consideration can be found at: <https://ask.mq.edu.au>

Appeals / Remarks

If you wish to make a formal appeal about your grade, this should be made in writing to the unit convenor within one week of the marked assignment being returned. You will need to submit a clean, unedited copy of the assignment together with the marked copy and a covering letter to the School of Education Office (C3A 829). Clearly mark the envelope for the attention of the convenor.

Assessment Tasks

Name	Weighting	Due
<u>K-6 PDHPE & Physical Literacy</u>	40%	6th-10th April 2015
<u>Constructive Creative Arts</u>	40%	8th – 12th June 2015
<u>Reflective Blog & Evaluation</u>	20%	4pm on 12th June 2015

K-6 PDHPE & Physical Literacy

Due: **6th-10th April 2015**

Weighting: **40%**

Purpose: To develop an assessment instrument based on outcomes from K-6 PDHPE syllabus and the NSW DEC Physical Literacy strands.

Professional Standards

TBC: 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 2.2; 2.3; 2.5; 2.6; 3.1; 3.2: 3.3; 3.4.

Students will:

Page 1: Instrument design

- Design an assessment instrument (Checklist, Questionnaire, Test, Assessment task, etc...) that captures the progression of student learning across AT LEAST TWO of the NSW Physical Literacy strands and addresses AT LEAST TWO New South Wales PDHPE K-6 Syllabus Outcomes

Pages 2-4: Justification

- Identify your target group by Year or Stage;
- Describe what students are expected to be able to do as a MINIMUM before being assessed by your assessment instrument and undertaking an associated learning activity (Half a page max);
- Briefly describe what learning activities would need to occur between the formative and summative application of your assessment instrument (1 page max);
- Based on your own review of appropriate scholarly literature, how does your instrument capture a legitimate manifestation of learning in the domains of physical literacy and the NSW PDHPE K-6 Outcomes you identified.

The Marking Criteria for this assessment is available at the end of this Unit Outline, please attach a copy to your submitted assessment.

Please note: in order to pass this unit students are required to demonstrate knowledge, skills,

values and attitudes consistent with the Australian Graduate Standards. Students who have not demonstrated these benchmarks may be required to resubmit assignment work until these minimum standards are met. Resubmitted work will be awarded a maximum of a pass grade. This is assessed in the *Expected Competencies* component of each assessment.

On successful completion you will be able to:

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these
- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Constructive Creative Arts

Due: **8th – 12th June 2015**

Weighting: **40%**

Purpose: To demonstrate knowledge and understanding of the rationale and features of an authentic arts program for primary school children.

Procedure:

1. Present a brief perspective statement for teaching 'The Arts' in your classroom. Ensure you address the ways in which various art forms encourage communication in children? (500-800 words).
 2. Design a multi-faceted Authentic Arts Learning framework for any K-6 stage, detailing a range of creative opportunities for students to develop their artistic skills which will enable them to connect to the wider world. *(4 page limit)*
1. Whilst there are no specific format requirements other than the work must be able to be graded in a hard copy. (i.e. no digital or video submissions)
 2. Include at least 3 strands/art subjects *with a specific focus on artistic skills*
 3. Identify appropriate syllabus outcomes/performance descriptors
 4. Provide evidence of curriculum, syllabus and wider educational research

The Marking Criteria for this assessment is available at the end of this Unit Outline, please attach a copy to your submitted assessment.

Please note: in order to pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the Australian Graduate Standards. Students who have not demonstrated these benchmarks may be required to resubmit assignment work until these minimum standards are met. Resubmitted work will be awarded a maximum of a pass grade.

This is assessed in the *Expected Competencies* component of each assessment

On successful completion you will be able to:

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these
- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Reflective Blog & Evaluation

Due: **4pm on 12th June 2015**

Weighting: **20%**

Purpose: To allow student to understand and reflect on the essential skills and pedagogical principles of physical education and creative arts.

Procedure:

Students are required to make weekly blog posts on their thoughts, feelings and experiences as a result of participating in the weekly workshop via the EDTE353 iLearn site.

Task 1:

1. Students are to establish their own Blog feed via iLearn
2. Students are to address each of the following questions by no later than Wednesday at 11:59pm in the week following their workshop. The questions are

- a) What did we cover in this week's workshop?
- b) What are my thoughts, feelings and instincts telling me about today's workshop?
- c) What are the potential hazards, pitfalls and negatives of what I learned today?
- d) What are the potential benefits or opportunities of using what I learned today?
- e) How could I think differently/creatively about what I learned today and apply it to my teaching?

Task 2:

1. At the completion of all eleven workshops and once the students have completed the respective blog posts for each, students are required to complete one 500-800 word statement via hard copy to the faculty office on Level 3 C3A. The statement must be

checked by Turnitin and answer the following two questions.

1. What critical pedagogical knowledge did I acquire throughout the duration of this subject?
2. How do I intend to apply this identified 'critical pedagogical knowledge' to my teaching practice?

The final statement is due for submission to the faculty office in hard copy by no later than **4pm on 12th June 2015**.

Successful completion of Task 1 will be awarded the full 10% of the assessment weighting allocation whilst Task 2 will be graded on the conventional University Marking rubric scale (See Marking Criteria for details).

On successful completion you will be able to:

- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- 6. Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher when teaching PDHPE and Creative Arts

Delivery and Resources

EDTE353 students will attend:

- one 1 hour lecture
- one 2 hour workshop (This will require the wearing of athletic attire or swimwear depending on workshop allocation)

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/> and on the EDTE456 Unit web page.

Attendance:

EDTE353 is a lecture and tutorial / workshop based unit of study. The procedures of the University assessment policy state that to be eligible for continuation in a unit students must "attend required classes and submit required assessment tasks." Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials is therefore mandatory. The unit convenor reserves the right to exclude students from the unit for unsatisfactory attendance.

Both internal and external tutorials are designed to complement and extend the lecture program. All students are expected to complete the specified workshop preparation before their Workshop/

On-Campus Day, and to meet the mandatory attendance requirements.

You are expected to balance and manage your Professional Experience commitments with maintaining your required attendance for your university coursework. You cannot be excused to attend Professional Experience – a block period has been scheduled for the first 2 weeks of Semester 2.

Where a student thinks their attendance may be a problem or they are experiencing other difficulties affecting their studies, they should apply for consideration through the online process with supporting documentation. The following link is to the University's Disruption to Studies policy:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Special Consideration

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability.

The Special Consideration provision to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

The University recognises that at times an event or set of circumstances may occur that:

- could not have reasonably been anticipated, avoided or guarded against by the student;
- was beyond the student's control;
- caused substantial disruption to the student's capacity for effective study and/or completion of required work;
- substantially interfered with the otherwise satisfactory fulfilment of unit or program requirements and
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of a formal examination.

Information related to special consideration can be found at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html.

Relevant application forms can be found at: <http://www.reg.mq.edu.au/academic-index.html> or www.ask.mq.edu.au

This subject requires students to be physically active. Students are required to wear athletic attire (i.e. Polo shirt, athletic shorts/pants, and athletic footwear) for practical lessons and swimwear for practical lessons conducted in the pool. Students who do not present at the beginning of workshops appropriately attired will not be eligible to participate and will be marked as absent for the respective workshop. Failure to attend all of the practical workshops may result in a Fail grade being awarded. Students unable to participate for medical reasons must present to the Subject Convenor with a medical prior to the commencement of the workshop.

Students enrolled in EDTE353 will also need regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in C5A204 and 210 that can be accessed at specified times.

The iLearn web page for this unit can be found at iLearn.mq.edu.au

The EDTE353 iLearn facility provides students with access to:

- iLecture recordings of lectures (audio only)
- Lecture PowerPoint presentations
- A soft copy of the EDTE353 Unit Outline, assignment cover sheets and marking criteria
- Selected policy documents

Please do NOT contact the Unit Convener regarding iLearn technical support. Instead, contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au)

Unit Schedule

Week	Lecture (1 hour)	Workshop (2 hours)
1 23 Feb 15	<p>Unit introduction</p> <p>Why we teach Health & Physical Education?</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Examines the role of Health and Physical Education from Australian and International contexts <p>Readings:</p> <p>Dinan-Thompson, M. (2006). Why the KLA? And why now? In R.Tinning, L. McCuaig & L. Hunter (Eds)., <i>Teaching Health and Physical Education in Australian Schools (Ch 4, p25-39)</i>. Frenchs Forest: Pearson Education Australia</p> <p>UNESCO (2015) Quality Physical Education Guidelines for Policy-Makers: UNESCO Publishing http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</p> <p>Websites:</p> <p>http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/</p> <p>http://www.unesco.org/new/en/health-education</p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> • The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) • The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) • The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

Week	Lecture (1 hour)	Workshop (2 hours)
<p>2</p> <p>2 Mar 15</p>	<p>Developing a student’s health and physical literacies</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines the concept of ‘physical literacy’ in an Australian and NSW curriculum context Examines the concept of ‘health literacy’ in an Australian and NSW curriculum context <p>Readings:</p> <p>Dewalt, D.A., & Hlnk, A. (2009). Health literacy and child health outcomes: A systematic review of the literature. <i>Pediatrics</i>, 124(S3): S265-S274</p> <p>ICSSPE (2013). Feature: Physical Literacy. <i>Journal of Sport Science and Physical Education. Bulletin</i> (65).</p> <p>Nutbeam, D. (2008). The evolving concept of health literacy. <i>Social Science and Medicine</i>, 67: 2072-2078.</p> <p>UNESCO (2015) Quality Physical Education Guidelines for Policy-Makers: UNESCO Publishing http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
<p>3</p> <p>9 Mar 15</p>	<p>Pedagogical models of Physical Education instruction</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> Examines three of the dominant pedagogical models used to teach physical education in Australian schools <p>Readings:</p> <p>NSW Department of Education (2000). Teaching fundamental movement skills. In <i>Get Skilled, Get Active</i>. NSW Dept Ed</p> <p>Bunker, D. and Thorpe, R. (1982) A model for the teaching of games in secondary schools. <i>The Bulletin of Physical Education</i>, 18(1), 5–8.</p> <p>Siedentop, D. (1994) The sport education model. In D. Siedentop (ed.), <i>Sport Education: Quality PE through Positive Sport Experiences</i> (Champaign, IL: Human Kinetics), 3–16.</p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

Week	Lecture (1 hour)	Workshop (2 hours)
<p>4</p> <p>16 Mar 15</p>	<p>Teaching athletics and aquatics in K-6 context</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Explores the historical significance of teaching aquatics and athletics in an Australian context • Examines pedagogical approaches for teaching athletics and aquatics in a K-6 NSW context <p>Readings:</p> <p>Australian Sport Commission. (2007). Beginning coaching. (4th ed.). Canberra: Australian Government.</p> <p>Australian Track and Field Coaches Association. (2006). Australian track and field coaches association coaching manual. (5th ed.). Ashmore: ATFCA.</p> <p>Murcia, J.A., & Perez, L.M. (2008). Aquatic perceived competence in children: Development and preliminary validation of a pictorial scale. <i>International Journal of Aquatic Research and Education</i>, 2, 313-329.</p> <p>Stallman, R.K., Junge, M., & Blixt, T. (2008). The teaching of swimming based on a model derived from the causes of drowning. <i>International Journal of Aquatic Research and Education</i>, 2, 372-382.</p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> • The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) • The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) • The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
<p>5</p> <p>23 Mar 15</p>	<p>Teaching Games for Understanding in NSW schools</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Explores the historical significance of teaching sports and games in an Australian context • Examines pedagogical approaches for using game-centred pedagogy in a K-6 NSW context <p>Readings:</p> <p>Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., & Almond, L (Ed.), <i>Rethinking games teaching</i> (pp. 7-10). Loughborough: University of Technology, Loughborough.</p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> • The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) • The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) • The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

Week	Lecture (1 hour)	Workshop (2 hours)
<p>6</p> <p>30 Mar 15</p>	<p>Teaching Personal Development and Health in a K-6 Context</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Explores the health of young people in Australia • Examines approaches to teaching health education <p>Readings:</p> <p>Chapter 9 Program planning in health education. <i>In Meldrum, K., & Peters, J. (2012). Learning to teach health and physical education. The student, the teacher and the curriculum. Pearson Education: Melbourne</i></p>	<p>Rotating Workshops during Weeks 1-6 at the Macquarie University Sport and Recreation Centre</p> <ul style="list-style-type: none"> • The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development) • The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial) • The pedagogy of aquatics (Swimming, Water Safety and Lifesaving) <p>Professional Standards</p> <p>Focus: Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
<p>6 -17 Apr 2015</p>	<p>Mid-Semester Break</p> <p>(Assessment One Due: 6-10 Apr 2015)</p>	
<p>7</p> <p>20 Apr 15</p>	<p>Practicum Experience Block</p>	
<p>8</p> <p>27 Apr 15</p>		

Week	Lecture (1 hour)	Workshop (2 hours)
<p>9</p> <p>4 May 15</p>	<p>Creative Arts in the Primary School</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • examines the structure of the CA syllabus documents • considers the characteristics of classroom environments that facilitate learning, especially in Creative Arts; • explores the multiple ways children construct meaning and synthesise information in Creative Arts. • suggests ways to facilitate learning through Creative Arts. • appreciate the need to identify and use resources available within the school and wider community <p>Readings:</p> <p>www.curriculum.edu.au/the-arts/introduction view. 3.5mins</p> <p>Dinham, J., (2011). Delivering Authentic ARTS Education. 2nd Edition. Cengage Learning, South Melbourne. pp 19-23</p> <p>BOS Creative Arts K-6 Syllabus, Pp5-9</p>	<p>Workshops</p> <ul style="list-style-type: none"> • Examining the links between the Creative Arts strands in the K-6 syllabus and F-6 subjects in The Arts curriculum. • Making and Appreciating the Creative Arts • Recognise the work of The Masters in the discipline of The Arts • Identify the context of creativity <ul style="list-style-type: none"> • The Arts in the classroom today <p>Professional Standards</p> <p>Focus : Standard 2.</p> <p><i>Know the content and how to teach it.</i></p>

Week	Lecture (1 hour)	Workshop (2 hours)
<p>12</p> <p>25 May 15</p>	<p>Teaching Dance and Music in a K-6 /F-6 context</p> <p><i>This lecture</i></p> <p>Introduces students to the content areas: <i>Music and Dance</i></p> <p><i>It will</i></p> <ul style="list-style-type: none"> • Identify the key concepts in Music and Dance • Highlight the links between these strands • Introduce students to the pedagogical approaches typically used to develop students' skills in, organising sound and listening as well as exploring movement • Promote a recognition that organising sound involve s activities such as experimenting, imitating, improvising, arranging, composing and notating; • Discuss the context of Dance <p>Readings:</p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 91-95.</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2nd Edition. Cengage Learning, South Melbourne.</p> <p>Pp 152-184, 264-305</p> <p>ACARA: Scope and Sequence <i>Music/ Dance</i></p>	<p>Workshops</p> <ul style="list-style-type: none"> • Examining the performance, composition and appreciation of the elements of Dance • Examining the pedagogy of Music: organising sound / composing / singing / listening and extending repertoire • Explores Dance , Music and literacy, use of action words, feelings and seasons to express words through movement and sound • Participate in a range of practical activities that demonstrate how teachers can work with students to achieve syllabus related outcomes without themselves having a music or dance background; • examine ways teachers use singing to enhance students' overall musical development; • engage in activities that demonstrate how students can be encouraged move in response to music and to recognise this as a contributor to the development of sensory motor skills and senses; • Provide opportunities to consider the Cultural aspects of these subjects / strands <p>Professional Standards</p> <p>Focus : Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

Week	Lecture (1 hour)	Workshop (2 hours)
13 1 June 15	<p>Teaching Visual Arts/ Media Arts in a K-6 ,F-6 context</p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> • Introduces the strands / subjects of Visual Arts and Media Arts • Details the forms of both strands • Emphasises the use of Media Arts to develop skills in all of the other strands • Examines creative tendencies and scope for this within these subjects • Suggests strategies for teaching and learning • Investigates Indigenous and cross cultural perspectives <p>Readings:</p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 90-95</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2nd Edition. Cengage Learning, South Melbourne.</p> <p>pp 137-139, 306-347, 226-263</p> <p>ACARA: Scope and Sequence: <i>Visual Arts& Media Arts</i></p>	<p>Workshops</p> <ul style="list-style-type: none"> • Reviews the forms of Visual Art s • Review technology used in Media Arts • Considers the terms “Making,” and “Appreciating” • Explore expression through Visual Arts • Discover strategies to develop artistic and creative skills in a classroom • Examining the pedagogy of media in the 21st Century (Various modes of media) <p>Professional Standards</p> <p>Focus : Standard 1. Standard 2</p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

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

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

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 6. Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher when teaching PDHPE and Creative Arts

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts

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

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these
- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- 6. Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher when teaching PDHPE and Creative Arts

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts

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

- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

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

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these
- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts

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

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts

- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts

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 outcome

- 3. Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and can critically reflect on these

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts
- Reflective Blog & Evaluation

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

- 1. Demonstrate developing syllabus knowledge of the concepts, substance and structure
- 2. Demonstrate an understanding of selecting appropriate content as prescribed by the syllabus documents for both PDHPE and Creative Arts
- 6. Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher when teaching PDHPE and Creative Arts

Assessment tasks

- K-6 PDHPE & Physical Literacy
- Constructive Creative Arts
- Reflective Blog & Evaluation

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:

Assessment task

- Reflective Blog & Evaluation

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

- 4. Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6