ECED828
Creativity and the Arts: Contemporary Perspectives
S1 External 2015
Institute of Early Childhood

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Disclaimer
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General Information

Unit convenor and teaching staff
Lecturer
Jenny Nicholls
jenny.nicholls@mq.edu.au

Lecturer
Clare Britt
clare.britt@mq.edu.au

Karin Berky
karin.berky@mq.edu.au

Peter Whiteman
peter.whiteman@mq.edu.au

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years) or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd or GradCertEChild

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reading journal</td>
<td>40%</td>
<td>23 March 2015</td>
</tr>
<tr>
<td>Performance inquiry</td>
<td>30%</td>
<td>27 April 2015</td>
</tr>
<tr>
<td>Applied task</td>
<td>30%</td>
<td>25 May 2015</td>
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</table>

Reading journal

Due: 23 March 2015
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.
This Assessment Task relates to the following 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.

**Performance inquiry**

**Due:** 27 April 2015  
**Weighting:** 30%

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

To find appropriate performances, you could look in newspaper theatre directories, advertising from performance spaces, newspapers and other publications aimed at families and children, brochures in local libraries or community centres. For example, if you live in Sydney you might look at the Sydney Morning Herald Theatre Directory, The Sydney Opera House *Kids at the House* Program, *Monkey Baa Theatre*, *Sydney’s Child* magazine or your local paper. Art galleries and museums often have live performances for children throughout the year. Other suggestions for performances and venues will be made via the unit iLearn site once everyone is enrolled. 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:

- describe the performance (including its location and aim if this was made explicit);
- comment on its suitability for its intended audience,
- explain how the performance uses aspects of different artforms together and how effective this was, and
- 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.

This Assessment Task relates to the following 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.

Applied task
Due: 25 May 2015
Weighting: 30%

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

**Option 1 - Learning experiences**

For this 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 work or series of works at the Museum of Contemporary Art (can include parts of the permanent MCA collection and/or online collection)*.

3. Explain why you have chosen this artwork/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 artwork/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.

*It is strongly recommended that students who live in and around Sydney make time to visit the MCA and explore the museum’s permanent collection. Entry to - and tours of – the permanent collection are free. Those students who live outside of Sydney may choose an exhibition from a local museum or gallery, or may choose to base their research on the MCA Collection Online which can be found at [http://www.mca.com.au/collection/all/](http://www.mca.com.au/collection/all/)

**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.

This Assessment Task relates to the following Learning Outcomes:

- 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**

Students will require reliable internet access to download or stream lectures, interact with other students and staff, complete learning activities and submit assessment tasks.

**Teaching and Learning Strategy**

Each week, students are expected to engage fully and critically with the unit readings and other learning activities via the unit iLearn site.

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](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 undertake learning activities for 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**

This unit has been substantially revised for external delivery since last offering, removing the requirement for external students to attend on-campus days.

**Textbooks and Study Materials**

*Prescribed text*


*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.


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


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*
### Unit Schedule

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<td>The nature of creativity</td>
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<td>The arts as symbol systems</td>
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<td>Arts literacies</td>
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<td>Bodies of knowledge</td>
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<td>The importance of metalanguage</td>
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<th>2</th>
<th>Music</th>
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<td>Musicking in early childhood</td>
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<td>Musical elements</td>
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<td>Repertoire (birth-3 yrs)</td>
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<th>3</th>
<th>Music</th>
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<td>Musical development</td>
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<td></td>
<td>Generative approaches to planning</td>
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<td>Repertoire (3-5yrs)</td>
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<th>4</th>
<th>Music</th>
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<td>Approaches to planning and authentic assessment</td>
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<td>Children’s voices in assessment</td>
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<td>Effort actions and embodied symbols</td>
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<td>5</td>
<td><strong>Drama</strong></td>
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<td>Forms and conventions of drama</td>
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<td>Dramatic play in early childhood</td>
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<th>6</th>
<th><strong>Drama</strong></th>
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<td>Working in role: process drama</td>
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<th>7</th>
<th><strong>Drama</strong></th>
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<td>Pathways into drama: Finding the pretext</td>
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<th>8</th>
<th><strong>Visual Arts</strong></th>
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<tr>
<td>Ways of knowing – disrupting dichotomies</td>
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<td>Histories and Tensions in visual arts education</td>
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<td>Image(s) of the child in teaching in the visual arts</td>
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<tr>
<td>Aesthetics and connecting with the world</td>
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<td>Elements and Principles – the metalanguage of the visual arts</td>
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<tr>
<td>Doing, Understanding and Appreciating – seeking complexity and connection</td>
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<th>9</th>
<th><strong>Visual Arts</strong></th>
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<td>Graphic Languages &amp; Symbolic Meaning Making</td>
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<td>The languages of</td>
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<td>• Drawing</td>
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<td>• Painting</td>
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<td>• Clay</td>
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<td>• Collage</td>
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<td>• Sculpture</td>
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<td>• Wire</td>
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<td>• New Media</td>
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<td>Co-construction, Community and Collaborative works</td>
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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
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/](http://students.mq.edu.au/support/)

**Learning Skills**
Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service**
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**
Students with a disability are encouraged to contact the [Disability Service](http://students.mq.edu.au/disability) who can provide appropriate help with any issues that arise during their studies.

**IT Help**

When using the University’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). 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

Assessment Presentation and Submission

Please follow these guidelines when you submit each assignment:

• Allow a left and right-hand margin of at least 2cm in all assignments.
• Please type all assignments using 12-point font and 1.5 spacing.
• All assessments must be submitted through turnitin in .doc or .pdf format for submission.
• Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

• Students may use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
• Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
• The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
• Only one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

• Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
• Marks will be deducted if you submit your assessment late (refer to the ‘late assessments’ section below for more details);
• Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
• If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.
Late Assessments:
A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:
In extenuating circumstances, students may apply for an extension to the assessment due date. Applications must be made via ask.mq.edu.au and should be accompanied by appropriate documentation.

Note that:

- Students MUST speak with the unit coordinator prior to submitting their request through https://ask.mq.edu.au
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

Referencing:
All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in Perrin (2015) or the APA Publication Manual.

Highly recommended text