



ECH 319

The Arts in Education

S1 Day 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

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X5B Rm 367

By Appointment

Music

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Through X5B Rm 292

By Appointment

Jenny Nicholls

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Credit points

3

Prerequisites

39cp including (ECH131 or ECH129)

Corequisites

Co-badged status

Unit description

This unit is designed to provide students with the knowledge, understandings and skills necessary to implement the creative arts syllabus in the K–6 context. Lectures and workshops will guide students through making, performing and appreciating in music, visual arts, drama and dance and developing appropriate teaching and assessment strategies. Students will examine approaches to integrating the creative arts across other key learning areas.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate knowledge, skills and understandings in each of the four art form areas.

Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.

Make their own creative works in each of the arts disciplines and appreciate their works and those of others.

Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.

Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.

Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.

Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

General Assessment Information

Assessment items

There are two assessment items for this unit, each with two parts. All items must be submitted and a combined mark of at least 50% must be achieved in order for you to be awarded a passing grade for the unit.

Assessment items should be prepared according to the IEC guidelines (see www.iec.mq.edu.au).

Submission

All written assessment items are to be submitted via Turnitin on the unit iLearn site. Please *do not* submit work for this unit via COE.

Internal students will present performance presentations on Tuesday the 2nd June during their tutorial times; external students will present performance presentations on the second oncampus day.

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

Requests for extensions must be made through ask.mq *before* the assessment item is due. You will also need to advise the unit convener of your extension request in an email. 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.

Academic honesty

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. For more information, please see "Academic Honesty" Policy Central (<http://www.mq.edu.au/policy/>)

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Assessment

Grades for assessment items (and the final grade for the unit) will be allocated according to the following:

High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Fail	0-49

The following University-wide descriptors apply to these grades.

High Distinction

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and

communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail

Does not provide evidence of attainment of learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

For an explanation please see “Grading” and “Assessment” at Policy Central (<http://www.mq.edu.au/policy/>)

Assessment Tasks

Name	Weighting	Due
<u>Planning Authentic Arts (A&B)</u>	50%	March, April, June
<u>Performance Project (A&B)</u>	50%	May, June

Planning Authentic Arts (A&B)

Due: **March, April, June**

Weighting: **50%**

The purpose of Assessment 1 is to provide you with an opportunity to plan in an integrated way, incorporating multiple areas of learning in Creative Arts in a unit of inquiry. Throughout the two parts of this assessment task, you will be considering how to best plan for and scaffold children's art-making and learning within the arts in meaningful, rich, purposeful, connected and culturally appropriate ways.

There are two parts to this assessment task.

Part A – Context, Rationale and Mindmap

For this assessment task you are required to create an overview of an integrated unit of inquiry in the Creative Arts for children in a K-6 primary school context. You will need to consider the context of the children you are planning for (this can be a hypothetical context, or a context you are familiar with such as your workplace or child's school, or even based on your ECHP323 school prac placement for this year), provide a rationale for why this unit of inquiry has the potential to foster meaningful art-making/performing and deep learning in the arts for this particular group of children, and show an overview of your planning for this unit of inquiry using the 'six pointed star' mindmap template from Chapter 5 of your textbook. Your planning should show how you could integrate learning from all areas of the Creative Arts (Drama, Dance, Music, Visual Arts), as well as other relevant KLAs into this unit of inquiry.

Your planning for this assessment should be related to the content from Part 1 (Chapters 1-5) and Part 3 of the textbook (Dinham, 2014) as well as relevant readings from the Visual Arts, Music, Movement and Drama modules of ECH319, and the Creative Arts K-6 Syllabus. There will be a template to use for this task posted iLearn, under the heading *Assessment*.

Your paper should include:

- a brief introduction to the children and their context
- brief rationale for the particular unit of inquiry you have chosen, and for learning in and through the arts in general
- a planning mindmap using the 'six pointed star' template from Dinham (2014, p.128)

Weighting: 20%

Word length: 500 words

Due date: March 29, by 11.59pm (internal and external students)

Criteria for assessment

Identification of a topic area that has the potential for in-depth learning, imaginative thinking and open-ended practical experiences

Clear and appropriate connections between the children's context, the learning goals for relevant art-forms, and the topic for the unit of inquiry

Planning shows integration of all areas of the Creative Arts, as well as other relevant KLAs into the unit of inquiry

Evidence of critical reflection on unit readings and engagement with the ideas from the lectures

Written expression is clear and grammatically correct, including correct APA style referencing

Part B – Programming sequential integrated learning experiences

Part B of this assessment task builds on the work you have done in Part A, and has a specific focus on integrating learning in the Visual Arts with another art-form (Music, Dance, Drama)

For this assessment item, you are to provide a summary of a sequence of 4 sequential learning experiences in the Visual Arts (drawing, painting, collage, printmaking, photography, site-specific installations etc). These learning experiences should be also integrated with at least one other art-form from the Creative Arts (Dance, Drama, Music) for either Early Stage 1 or Stage 1 of the K-6 Creative Arts Syllabus. You should focus on introducing children to the work of a well-known artist as way of exploring techniques and the elements of visual arts such as colour, line, shape, pattern and form. You will also consider appropriate art materials and media to use in the classroom. The learning experiences should also provide explicit links to one or more of the K-6 Key Learning Areas.

Your paper should include:

- a brief introduction to the children and their context (can be based on Part A of your assessment)
- brief background information on your chosen artist and his/her work including notable techniques and elements that will form the focus of your teaching
- a planning mindmap using the 'six pointed star' template (can be based on Part A of your assessment)

- a summary of the 4 sequential learning experiences including links to syllabus outcomes from the Creative Arts Syllabus
- links to one or more KLAs, other than Creative Arts

Please note that you should not submit a series of lesson plans, but rather provide a *summary* of these plans.

Weighting: 30%

Word length: 1500 words

Due date: internal students: April 27, by 11.59pm; External students: June 5, by 11.59pm

Criteria for assessment

Identification of appropriate creative arts learning goals for this age group, including evidence of potential for flexibility and inclusion of diverse experiences and learning of children.

Evidence of logical sequencing of learning that engages students, integrates learning across art-forms and addresses learning outcomes.

Evidence of understanding of elements/principles of visual arts and other chosen art form

Evidence of technical knowledge and understanding of chosen artist's work.

Correct APA referencing and wide reading of unit text and relevant recommended readings.

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key

Learning Areas.

- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Performance Project (A&B)

Due: **May, June**

Weighting: **50%**

Assessment Item 2 – Performance project

This performance task will be presented by all external students on Saturday 2nd May during on-campus, and internal students on Tuesday 2nd June during your tutorial time, in the Drama room (X5B145). Attendance is compulsory. You must make appropriate arrangements to be available for this time.

Part A – Group performance

In small groups (set in week 2 for internal students, and during the first on-campus day for external students), you will prepare an original piece appropriate for performance by children in either Stage 1, 2 or 3. Your topic area (from a Key Learning Area other than the Creative Arts) can be the same as your Mind Map from Assignment 1. Using a playbuilding structure, you will incorporate Drama, Music and Dance into a 5 minute performance that addresses content from the chosen topic. Multimedia technology can also be included. You will need to refer to both the NSW Creative Arts Syllabus and syllabus documents of your Key Learning Area.

Weighting: 30%

Length: 5 minutes

Due date: External Students: May 2 during on-campus day; Internal students: June 2, during tutorial time

Criteria for assessment

Demonstrated understanding of the forms, conventions and elements of drama, dance and music.

Demonstration of development in performance skills.

Demonstrated capacity to work co-operatively, constructively and creatively in groups situations

Demonstrated capacity to use the creative arts to enrich and extend the learning in other KLAs.

Part B - Reflection

For Part B of this assessment Item, you are required to write a report reflecting on *another* group's performance overall, with a focus on:

- Identifying the forms, conventions and elements of each art form (as appropriate) and the effectiveness of the performance.
- Discussing the use of the arts to develop learning on the selected topic.
- **(Please note:** your report should address the performance of the group as a whole and should not focus on individuals).

You are also required to develop a short peer feedback template for use by children for the same performance.

- Depending on the children's literacy levels, the template may provide sentence starters or a more open-ended approach involving writing, drawing and/or other forms of visual representation.
- **Do not include ratings/rankings.**
- The template should provide opportunities for the children to reflect on:
 - What the performance was about: information/messages gleaned about the topic
 - The elements of drama/music/dance used
 - Personal aesthetic response
 - Suggestions for the performers

It is expected that you will refer to the NSW Creative Arts K-6 Syllabus in your reflection. Students will be provided with a template to use for this report. The template is to be submitted for marking via Turnitin.

Weighting: 20%

Length: 500 words

Due date: External Students: May 9 by 11.59pm; Internal students: June 9, by 11.59pm

Criteria for assessment

Capacity to reflect constructively on performances by identifying the use of forms, conventions and elements of each art form (as appropriate for the performance).

Demonstrated understanding of the NSW Creative Arts K-6 Syllabus and its relevance to the creation of the performance.

Demonstrated understanding of learning in and through the creative arts.

Clear, grammatical written expression and correct APA referencing.

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Delivery and Resources

Delivery and Resources

ECH319 has been revised in response to student feedback. In particular, the timing and weighting of assessment items have been altered. You are not required to attend lectures in person. All lectures will be recorded and made available to all students via iLearn. All lectures will be available as video clips, so that the presentation slides will be timed to fit with the audio. In many cases, handouts of the slides will be available for download as well. This means that you can plan when and where to watch the lectures, rather than being tied down to a definite time each week. The teaching team is keen to ensure that everyone has access to appropriate expertise in each artform. Consequently, staff will share teaching, meaning that you will spend tutorial time with each staff member across the semester.

Technology Used and Required

Assignments are to be submitted through Turnitin on iLearn, lectures are available to stream or download on iLearn. Students will therefore need access to a computer and internet.

Classes

Internal Students

Internal students are required to participate in 23 1hr lectures within iLearn, 9 2hr tutorials and

independent learning activities over the semester.

The timetable for classes can be found on the University website at <http://timetables.mq.edu.au>

External Students

External students are required to participate in 23 1hr lectures within iLearn, two mandatory whole day on-campus sessions (on Saturday ^{21st} March 2014 and Saturday ^{2nd} May 2014) and independent learning activities.

Textbooks and study materials

Prescribed Text

Dinham, J. (2014). *Delivering authentic arts education (2nd Edition)*. South Melbourne: Cengage Learning

Recommended Readings

ABC Education (2007). *Sing! 2007 Teacher's Handbook*. Sydney. ABC Books.

ABC Education (2007). *Sing! 2007-Vol.1 & 2*. Sydney. ABC Books.

Anderson, W. M., & Lawrence, J. E. (2008). *Integrating music into the elementary classroom* (8th ed.). Boston: Schirmer Cengage Learning.

Bates, J. K. (2000). *Becoming an art teacher*. Belmont, CA: Wadsworth/Thomson Learning.

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

Campbell, P. S., & Scott-Kassner, C. (2006). *Music in childhood : from preschool through the elementary grades* (3rd ed.). Belmont, CA: Thomson Schirmer.

Choksy, L. (2001). *Teaching music in the twenty-first century* (2nd ed.). Upper Saddle River, N.J.: Prentice Hall.

Edwards, L. C., Ramsey, M. E., & Bayless, K. M. (2005). *Music, a way of life for the young child* (5th ed.). Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.

Eisner, E. (2002). *The arts and the creation of mind*. Newhaven: Yale University Press.

Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York. Basic Books.

Gelineau, R. P. (2004). *Integrating the arts across the elementary school curriculum*. Belmont, CA: Thomson/Wadsworth.

Grierson, E., & Mansfield, J. E. (2003). *The arts in education : critical perspectives from Aotearoa*

New Zealand. Palmerston North, N.Z.: Dunmore Press.

Isenberg, J. & Jalongo, M. (2001). *Creative expression and play in early childhood*. (3rd ed.). Upper Saddle River, NJ: Merrill.

Jalongo, M. & Stamp, L., (1997). *The Arts In Children's Lives: Aesthetic education in early childhood*. Boston: Allyn & Bacon.

Kolbe, U. (2005) *It's not a bird yet: the drama of drawing* Sydney: Pademelon Press.

Kolbe, U. (2007) (2nd ed). *Rapunzel's supermarket: All about young children and their art*. Sydney: Peppinot Press.

Koster, J. B. (2001). *Bringing art into the elementary classroom*. Belmont, CA: Wadsworth/Thomson Learning.

Martello, J. (2001). *The Australian journal of language and literacy* 24 (3), 195-207

Mathews, J. (2003). *Drawing and painting: Children and visual representation* (2nd ed.). London: Paul Chapman.

McPherson, G. (2006). *The child as musician : a handbook of musical development*. Oxford ; New York: Oxford University Press.

Mooney, M. & Nicholls, J. (Eds.). (2004). *Drama journeys: Inside drama learning*.

NSW Department of Education and Training (1999). *Navigating Drama K-6*. Ryde. Curriculum K-12 Directorate.

NSW Department of Education and Training (1999). *Vocal-Ease-Modules 1 and 2*. Ryde. Curriculum K-12 Directorate.

NSW Department of Education and Training (2000). *Visual Arts Resource Kit: Beyond the Frame*. Ryde. Curriculum K-12 Directorate.

NSW Department of Education and Training (2002). *Arts Action* (CD-ROM). Ryde. Curriculum K-12 Directorate.

NSW Department of Education and Training (2002). *Quantum leaps kit*. Ryde. Curriculum K-12 Directorate.

NSW Department of Education and Training (2002). *Vocal Ease-Modules 3 and 4*. Ryde. Curriculum K-12 Directorate.

Pelo, A. (2007). *The language of art: Reggio-inspired studio practices in early childhood settings*. St Paul: Redleaf Press.

Pound, L. & Harrison, C. (2002). *Supporting musical development in the early years*. Buckingham: Open University Press

Schiller, W. (Ed.) (1996). *Issues in expressive arts. Curriculum for early childhood*. Amsterdam: Gordon & Breach.

Schiller, W. (2000). *Thinking through the arts*. Australia: Harwood Academic.

Smith, N. (1993). *Experience and art: Teaching children to paint*. (2nd ed.). New York: Teachers College Press.

Smith-Autard, J.M. (2002). *The art of dance in education*. London: A&C Black.

Spurgeon, D. (1992). *Dance Moves: From Improvisation to Dance*. Sydney: Currency Press.

Vecchi, V. & Giudici, C. (Eds.) (2005). *Children, art, artists*. Reggio Emilia: Reggio Children

Wright, S. (Ed.). (2003). *Children, meaning-making and the arts*. Frenchs Forest: Pearson

Journals

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 Childhood Research Quarterly

European Early Childhood Education Research Journal

General Music Today

International Journal of Education and the Arts

International Play Journal

Journal of Aesthetic Education

Journal of Art and Design Education

Journal of Physical Education, Recreation & Dance

Journal of Research in Music Education

Journal of the Educational Drama Association of NSW

Music Education Research

Music Educators Journal

Psychology of Music

Research in Drama Education

Research Studies in Music Education

Studies in Art Education

Unit web page

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

Internal and external students will be required to utilise this facility during the unit to access assessment materials, interact with colleagues, submit assessment items and keep up to date with developments in the unit. It is important that you familiarise yourself with the site and its operations early in the semester and return to it regularly.

Unit Schedule

Unit Schedule

There are no lectures to attend for this unit. All 23 lectures are accessible via iLearn. You are required to download the appropriate lectures for your tutorial group according to the schedule below. External students should aim to watch all the Overview lectures and at least half of the lectures for each other module prior to the first on-campus day.

Internal students will be divided into six groups – three will have tutorials on Tuesday mornings and three will have tutorials on Tuesday afternoons. Groups are labelled as follows:

Groups 1 & 2 – Students whose first tutorial is in X5B 284 (Art room)

Groups 3 & 4 – Students whose first tutorial is in X5B 145 (Drama room)

Groups 5 & 6 – Students whose first tutorial is in X5B 292 (Music room)

The Unit is divided into four modules:

Overview

Music and Dance

Visual Arts

Drama

The *Overview* module consists of three lectures that you should download and watch/listen to in the first two weeks. The remaining three modules consist of six lectures to download and watch, and three two hour tutorials for each. The following schedule outlines the order in which each group undertakes each module.

Music and Dance tutorials take place in X5B 292

Art tutorials take place in X5B 284

Drama tutorials take place in X5B 145

ECH 319 Internal Class Schedules

For internal students, classes are arranged as follows. (L1=Lecture 1, T1=Tutorial 1 and so on)

<i>Week Beginning</i>	<i>Tutorial Groups 1 & 2</i>	<i>Tutorial Groups 3 & 4</i>	<i>Tutorial Groups 5 & 6</i>
Feb 23	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2	Overview readings & lectures Music - T1, L1, L2
Mar 2	Overview readings & lectures Music - T1, L1, L2	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2
Mar 9	Drama – T1, L1, L2	Music - T1, L1, L2	Art - T1, L1, L2
Mar 16	Art – T2, L3, L4	Drama - T2, L3, L4	Music - T2, L3, L4
Mar 23	Music - T2, L3, L4	Art - T2, L3, L4	Drama - T2, L3, L4
Mar 30	Drama - T2, L3, L4	Music - T2, L3, L4	Art - T2, L3, L4
Apr 20	Art - T3, L5, L6	Drama - T3, L5, L6	Music & Dance - T3, L5, L6
April 27	Music & Dance - T3, L5, L6	Art - T3, L5, L6	Drama - T3, L5, L6
May 4	Drama - T3, L5, L6	Music & Dance - T3, L5, L6	Art - T3, L5, L6

Tuesday June 2nd - Performance Assessments for all internal students

ECH319 On-Campus Schedules

First On-campus day: March

9.00 (X5B292 Music Room)	Sign in and allocation to performance groups (A-L)
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9.30-11	<i>Groups A-D</i> Music X5B292	<i>Groups E-H</i> Drama X5B145	<i>Groups I-L</i> Visual Arts X5B284
11 – 11.15	Morning Tea		
11.15 – 12.45	<i>Groups A-D</i> Visual Arts X5B284	<i>Groups E-H</i> Music X5B292	<i>Groups I-L</i> Drama X5B145
12.45 – 1.30	Lunch		
1.30 – 3.00	<i>Groups A-D</i> Drama X5B145	<i>Groups E-H</i> Visual Arts X5B284	<i>Groups I-L</i> Music X5B292
3.00-5.00	Performance Preparation		

Please note:

There is no need to sign in at COE – attendance will be taken in class on arrival

Second On-campus day: May

9.30-10.30	<i>Groups A-D</i> Music X5B292	<i>Groups E-H</i> Drama X5B145	<i>Groups I-L</i> Visual Arts X5B284
	Short Break		
10.45-11.45	<i>Groups A-D</i> Visual Arts X5B284	<i>Groups E-H</i> Music X5B292	<i>Groups I-L</i> Drama X5B145
	Short Break		

12.00-1.00	<i>Groups A-D</i> Drama X5B145	<i>Groups E-H</i> Visual Arts X5B284	<i>Groups I-L</i> Music X5B292
1.00-3.30	Lunch & Performance Preparation		
3.30-5.00	Performance Assessments (All Groups) Drama Room X5B145		

Readings

In preparation for undertaking work in each module, you should thoroughly read appropriate sections of the textbook as follows:

Overview: Chapters 3, 4 & 5, **Art:** Chapter 10, **Drama:** Chapter 7, **Music and Dance:** Chapters 6 and 9

Please note:

External students should follow the same pattern of lectures and readings as internal Groups 1&2 (see table above)

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

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Planning Authentic Arts (A&B)
- Performance Project (A&B)

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

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.

- Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Planning Authentic Arts (A&B)
- Performance Project (A&B)

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

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Planning Authentic Arts (A&B)
- Performance Project (A&B)