



# ECH 454

## Creativity and the Arts

S2 External 2016

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Monday-Wednesday

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Lecturer

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Jenny Nicholls

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Credit points

3

Prerequisites

48cp or admission to GDipAdvStEc

Corequisites

Co-badged status

Unit description

Students will explore creativity and its role in the arts for both adults and children. Exploration of theory and research which relate to definitions of creativity and imagination is integral to this unit. Cognitive, affective and imaginative aspects of creativity will be explored through diverse forms of art. Students also explore their own creativity through practical experiences in a variety of art form areas and through independent work towards an original major creative project.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

Develop an understanding of contemporary theories of creativity.

Develop understanding of ways in which the creative arts are used in education, to explore, create and communicate about the world.

Engage in discourse about creativity in contemporary contexts.

Explore the creative process by engaging in art-making and art appreciation experiences.

Apply knowledge of the skills, techniques and conventions of the arts by creating an original art work which can relate to teaching in primary school and/or ECEC settings.

## General Assessment Information

**Summary of assessment:** A journal for reflections on lectures and readings, a creative process journal, a major creative work.

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

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

### General assessment requirements

- **All assignments must be submitted for students to pass the unit.**
- Assignment 1 (reflective journal) will be submitted via iLearn.
- Assignment 2a (creative process journal) will be shown in progress during workshops (internal) and on-campus (external), as well as being handed in by post or delivery.
- Assignment 2b (major work) may be posted or delivered. This may involve making special arrangements with the unit co-ordinator, depending on the size and fragility of the work.
- Late assignments will be penalised by a deduction of 5% of marks per day if an extension has not been granted.
- Extensions must be applied for BEFORE the due date of the relevant assignment.
- All failing assignments will be double marked where failure relates to unsatisfactory content.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Reflective Journal</a>	40%	from end week 1
<a href="#">Creative journal</a>	20%	ongoing to 11 November
<a href="#">Major Creative Work</a>	40%	11th November

### Reflective Journal

Due: **from end week 1**

Weighting: **40%**

Starting in week 1 of the semester you are expected to submit 5 postings related to specified lectures and unit readings. These are located in the relevant weekly sections of the iLearn site, under the heading Assessment. The due dates are shown on iLearn. Each posting is due by Sunday evening of the week AFTER the readings are done, so that you have the weekend available to finalise the week's task.

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

#### Assessment criteria

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

On successful completion you will be able to:

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

### Creative journal

Due: **ongoing to 11 November**

Weighting: **20%**

For this unit, you will need to keep a Creative Journal (or Process Diary). You might like to

purchase a sketchbook specifically for this purpose (depending on your personal preferences, this might be A3, A4 or A5 sized), or, if you prefer, you might like to have a folder or a digital document that you add to over the semester.

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

There is no set format for the journal, as it is part of your own creative exploration and documentation of a creative journal.

For the written components of your creative journal, you are required to write at least 4 entries, at least 200 words each, documenting the progress of your major work. The written entries should also be included in your hard copy journal, so that this represents full documentation of your process and journey about the making of your major work.

**CREATIVE JOURNALS SHOULD BE BROUGHT TO WORKSHOPS FOR INTERNAL STUDENTS, AND ON-CAMPUS SESSIONS FOR EXTERNAL STUDENTS**

### **Assessment criteria**

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

On successful completion you will be able to:

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

## Major Creative Work

Due: **11th November**

Weighting: **40%**

You are required create an original artwork suitable for sharing with young children and with potential to enhance their creative engagement with the arts. Your creative product is **not** to be specifically designed as a teaching aid. However it could of course be used in a classroom as part of a curriculum, just as books, music or visual art works are used.

You must specify a target age group between birth and 12 years and justify your choice (in your journal).

### **Projects may include:**

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

### **Marking criteria (Major Creative Work):**

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

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

On successful completion you will be able to:

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- Explore the creative process by engaging in art-making and art appreciation experiences.
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## **Delivery and Resources**

This unit is offered in internal and external mode

Attendance at lectures, workshops and/or 2 on campus days, is a compulsory requirement of this unit.

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

**External students** enrolled in this unit will attend two on campus sessions, scheduled for **23 and 24 September**. If you foresee problems in attending the sessions, please let the Unit Coordinator know as soon as possible. Non-attendance can lead to exclusion from the Unit, so it is essential that you discuss difficulties or concerns with the Unit Coordinator. All lectures are digitally recorded and video captured live and available through the ECHO360 facility for you to listen to weekly. In some cases, lecture slides will also be posted on the unit website.

**All readings are available on eReserve.**

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

# Unit Schedule



**ECH454 Weekly Planner 2016**

Date/Week	Lecturer / Tutor	Topic	Assessment
online	Recorded Lecture by Clare Britt	Introduction to ECH454	
Week 1 1 August	Lecture & Workshop with Clare Britt	What is Creativity?	Reflective Journal 1 Due before midnight, Sunday 7 <sup>th</sup> August
Week 2 8 August	Lecture & Workshop with Michele Morcos	Creativity and the art of play	Reflective Journal 2 Due before midnight, Sunday 14 <sup>th</sup> August
Week 3 15 August	Lecture & Workshop with Clare Britt	The Language of Story and Illustration	Reflective Journal 3 Due before midnight, Sunday 21 <sup>st</sup> August
Week 4 22 August	Lecture & Workshop with Adele Maskiell	Museums and Galleries: Sites of Creative Exchange	Reflective Journal 4 Due before midnight, Sunday 27 <sup>th</sup> August
Week 5-7	No Class, ECHP424 Prac		
Mid Semester Break	On-Campus Days Friday 23 <sup>rd</sup> and Saturday 24 <sup>th</sup> September		
Week 8 3 October (Public Holiday)	Online Tasks	Creativity in theory and practice	
Week 9 10 October	Lecture & Workshop with Clare Britt	Creative Research Processes	
Week 10 17 October	Lecture & Workshop With Amanda Niland	Creative Rhythms: Playing with poetry and music for children	Reflective Journal 5 Due before midnight, Sunday 23 <sup>rd</sup> October
Week 11 24 October	Lecture & Workshop With Jenny Nicholls	Creativity and Drama	

Week 12 & 13 31 Oct & 7 Nov	Workshops with Clare Britt	Major Work Sessions	
11 November			Major work and Creative Journal Due by 5pm Friday 11 Nov
14 November 2-5pm	Major Works Exhibition Opening		


## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](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 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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

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

### Assessment tasks

- Creative journal
- Major Creative Work

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- Reflective Journal
- Creative journal
- Major Creative Work

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- Creative journal
- Major Creative Work

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them

competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Reflective Journal
- Creative journal
- Major Creative Work

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

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

## Assessment tasks

- Reflective Journal
- Creative journal
- Major Creative Work

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

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

## Assessment tasks

- Reflective Journal
- Creative journal
- Major Creative Work

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Develop an understanding of contemporary theories of creativity.
- Develop understanding of ways in which the creative arts are used in education, to



explore, create and communicate about the world.

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

## **Assessment tasks**

- Reflective Journal
- Creative journal
- Major Creative Work

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment task**

- Creative journal

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment task**

- Major Creative Work