



# EDTE353

## Curriculum and Teaching in the Primary School 3

S1 Day 2016

*Dept of Education*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	32
<u>Policies and Procedures</u>	55
<u>Graduate Capabilities</u>	57

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

Admission to BEd(Prim) or 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:

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the

NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents  
Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

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

Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## Assessment Tasks

Name	Weighting	Due
<u>Assessment of HP Literacy</u>	40%	8th Apr & 17th June
<u>Constructive Creative Arts</u>	40%	8th Apr & 17th June
<u>Reflective Blog &amp; Evaluation</u>	20%	Weekly by Sunday 11:59pm

### Assessment of HP Literacy

Due: **8th Apr & 17th June**

Weighting: **40%**

#### ***Assessment 1: Designing an assessment instrument of physical literacy***

**Word Length:** 2000 words or four pages (Whichever is least)

**Percentage Weighting:** 40%

**Due:** Group 1 (8<sup>th</sup> April 2016); Group 2 (17<sup>th</sup> June 2016)

**Purpose:** To develop an assessment instrument based on outcomes from K-6 PDHPE syllabus/ Physical Literacy strands (Dudley, 2015).

**Procedure:**

#### **Page 1: Instrument design**

- Design an assessment instrument (Checklist, Questionnaire, Test, Assessment task, etc...) that captures the progression of student learning across Physical/Health Literacy and/or 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 prior to the application of your assessment instrument (1 page max);
- Based on your own review of appropriate scholarly literature, how does your instrument capture learning in the domains of physical/health literacy and the NSW PDHPE K-6 Outcomes identified?
- Provide a detailed reference list in APA 6<sup>th</sup> formatting style.

On successful completion you will be able to:

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## Constructive Creative Arts

Due: **8th Apr & 17th June**

Weighting: **40%**

### **Assessment 2: Construct an Innovative Creative Arts Learning Approach**

**Word Length:** 2000 words or four pages (Whichever is least) plus drawings/photos to illustrate and support your submission (*staple sheets together and place in a plastic sleeve, clearly labelled with your name, group, student number and date*).

**Percentage Weighting:** 40%

**Due:** Group 1 (8<sup>th</sup> April 2016); Group 2 (17<sup>th</sup> June 2016)

**Purpose:** To develop an innovative Creative Arts learning approach that includes two art forms/ strands for a specific differentiated age group/or stage. Write a justification statement for parents, carers and supervising teachers based on the UNESCO's *towards universal learning: What every child should learn* (2013) framework (see reading list).

**Procedure:**

Pages 1-2: Based on the *UNESCO's towards universal learning: What every child should learn (2013)* framework, construct an innovative Creative Arts learning approach that integrates The Arts across the school curriculum. Include in your submission the following 4 steps:

STEP 1: Identify the specific target audience by Year, Stage, Art Forms/Strands etc.

STEP 2: Develop your innovative Creative Arts learning approach framework to broaden children's expressive experiences, skills and capacities in The Arts/Creative Arts literacies.

STEP 3: Demonstrate how two different strands of The Arts (Dance, Drama, Media, Music or Visual Arts) can be successfully integrated into the learning activities. Identify links to the NSW Creative Arts syllabus K-6/F-6 outcomes.

STEP 4: Explain how aspects from the cross-curricular priorities area are included in the activities. Note: The learning activities should take two hours. Include a list of artistic materials and resources required.

### **Pages 3-4: Justification statement**

**Purpose:** Present a brief statement that values and promotes your innovative Creative Arts learning approach to parents, carers and supervisor teachers at parent/teacher night.

STEP 1: Ensure you include how the *UNESCO's towards universal learning: What every child should learn (2013) framework*; your chosen art forms/strands in the two activities encourages creativity in *all* children in your classroom. Present some of the competing arguments pertaining to The Arts/Creative Arts literacies.

STEP 2: Reflection and evaluation of the learning approach

- Learning to Work Together: Discuss what collaborative learning spaces were provided to work on different problem solving approaches, to develop critical and creative solutions during the learning activities.

- Learning to Be: Reflect and consider changes in your understandings of critical and creative ideas, learning principles and creativity theories in relation to The Arts/Creative Arts literacies including the implementation of the cross-curricular priority areas.

STEP 3: Conclusion

Offer insightful comments on the substantial originality of your innovative Creative Arts learning approach, for example, what were the successes and challenges? What future suggestions for possibilities that develop children's expressive experiences, skills and capacities in The Arts/Creative Arts literacies?

\* Provide a detailed reference list in APA 6th formatting style.

On successful completion you will be able to:

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of

NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents

- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## Reflective Blog & Evaluation

Due: **Weekly by Sunday 11:59pm**

Weighting: **20%**

### ***Assessment 3: Reflective Blog & Evaluation***

**Word Length:** 300-500 words per blog & an 800 word evaluation statement

**Percentage Weighting:** 20%

**Due:** Weekly on Sunday's at 11:59pm & 4pm on 20<sup>th</sup> June 2016 for Evaluation Statement

**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 **AND** lecture 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 Sunday at 11:59pm in the week following their workshop. The questions are

- a) What did we cover in this week's lecture AND workshop/tutorial?
- b) What are my thoughts and instincts telling me about the lecture AND workshop/tutorial?
- c) What are the potential hazards, pitfalls and negatives of what I learned to my teaching in the future?
- d) What are the potential benefits or opportunities of using what I learned to my teaching in the future?
- e) How could I think differently/creatively about what I have learned this week 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. The statement must be checked by Turnitin and answer the following two questions.
  1. What knowledge did I acquire throughout the duration of this subject that will inform my future teaching practices?
  2. How do I intend to apply this identified 'critical knowledge' to my teaching practice?

The final statement is due for submission by no later than **4pm on 20<sup>th</sup> June 2016**.

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:

- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## Delivery and Resources



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
1	<p><b>Unit introduction</b></p>		<p><b>Unit Introduction</b></p>	
29 Feb-4 Mar	<p><b>Why we teach Health &amp; Physical Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Health and Physical Education from Australian and International contexts</li> </ul> <p><b>Readings:</b></p> <p>Dinan-Thompson, M. (2006). Why the KLA? And why now? In R.Tinning, L. McCuaig &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p> <p><b>Websites:</b></p> <p><a href="http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/">http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/</a></p> <p><a href="http://www.unesco.org/new/en/health-education">http://www.unesco.org/new/en/health-education</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Why we teach Creative Arts Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Creative Arts from Australian and International contexts.</li> </ul> <p><b>Readings:</b></p> <p>NSW Creative Industries (2013). <i>Industry Action Plan Report</i>. Creative Industries Taskforce (Ed.). Sydney: NSW State Government.</p> <p>NSWIT (2008). <i>NSWIT initial teacher education document: 4 mandatory areas of study</i>. NSW Institute of Teachers.</p> <p>Sternberg, R. J. (2012). The assessment of creativity: An investment-based approach. <i>Creativity Research Journal</i>, 24(1), 3-12.</p> <p>UNESCO (2013). <i>Toward universal learning: What every child should learn</i>. Paris: UNESCO Institute for Statistics.</p> <p>United Nations High Commissioner for Human Rights (1989). <i>Conventions on the Rights of the Child</i>.</p> <p><b>Websites:</b></p> <p><a href="http://www.trade.nsw.gov.au/">http://www.trade.nsw.gov.au/</a></p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Learning how to apply 'The Arts' in 21<sup>st</sup> classrooms</li> <li>Examining links between the Creative Arts strands in the K-6 Creative Arts syllabus and The Arts curriculum.</li> <li>Understand the pedagogy of Creative Arts involves: Making, Responding and Appreciating</li> <li>Identifying links between the conceptual framework and different learning approaches to creativity</li> <li>Collaboratively recognise the work of 'The Masters' in different strands of The Arts</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus: Standard 1. Standard 2</b></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<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><a href="http://www.nswteachers.nsw.edu.au">www.nswteachers.nsw.edu.au</a></p> <p><a href="http://www.uis.unesco.org/Education/Documents/mtf-rpt1-toward-universal-learning-execs.pdf">http://www.uis.unesco.org/Education/Documents/mtf-rpt1-toward-universal-learning-execs.pdf</a></p> <p><a href="http://www.unhcr.ch/html/menu3/b/k2crc.htm">http://www.unhcr.ch/html/menu3/b/k2crc.htm</a></p> <p><a href="http://www.curriculum.edu.au/the-arts/introduction">www.curriculum.edu.au/the-arts/introduction</a></p>	<p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
2 7-11 Mar	<p><b>Developing a student’s health and physical literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘physical literacy’ in an Australian and NSW curriculum context</li> <li>Examines the concept of ‘health literacy’ in an Australian and NSW curriculum context</li> </ul> <p><b>Readings:</b></p> <p>Dewalt, D.A., &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday’s</b></p> <p><b>Aquatics Workshops on Thursday’s in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Developing a student’s Creative Arts literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘Creative Arts literacy’ in an Australian and NSW curriculum context</li> <li>Explores the 5 Arts strands</li> <li>Develops an understanding of how artists communicate through their work</li> <li>Emphasises the need for creativity in our pedagogy.</li> </ul> <p><b>Readings:</b></p> <p>Australian Curriculum: ACARA overview and NSW Board of Studies Syllabus <i>K-6 Creative Arts Syllabus</i>.</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne. pp. 42-53, 56-66, 103-108.</p> <p>Edwards, C., Gandini, L. &amp; Forman, G. (2011). <i>The hundred languages of children: The Reggio Emilia experience in transformation</i>. Santa Barbra: ABC-CLIO.</p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Consider the role of UNESCO’s four learning principles in the planning and implementation of activities that promote best practice and artistic intent in the Creative Arts</li> <li>Learning to know: Explore innovative pedagogical approaches to develop students’ knowledge, skills and capacities in the Creative Arts</li> <li>Learning to do: Discover how sequences of learning experiences that focus on the creative process can assist students in attaining stated outcomes / descriptors</li> <li>Learning to work together: Encourage collaborative activities that build on Stage-</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Gibson, R. &amp; Ewing, R. (2011). <i>Transforming the curriculum through the arts</i>. South Yarra: Palgrave Macmillan.</p> <p>Rinaldi, C. (2006). <i>In dialogue with Reggio Emilia: Listening, researching and learning</i>. In G. Dahlberg &amp; P. Moss (Eds.). <i>Contesting Early Childhood Series</i>. Oxon: Routledge.</p> <p>Wade-Leeuwen, B. (2015). <i>Out of the Shadows: Fostering Creativity in Pre-Service Teachers in Creative Arts Programs</i>. (Unpublished Doctoral thesis), Macquarie University, NSW, Australia.</p>	<p>based resources across the curriculum</p> <ul style="list-style-type: none"> <li>• Learning to be: Reflect and evaluate these pedagogical practices through shared understandings, promoting good organisational practices and effective programming.</li> <li>• Listening, Researching and Learning: Lessons from Reggio Emilia Early Childhood schools.</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus; Standard 3.</b></p> <p><i>Plan and implement effective teaching and learning</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
3 14-18 Mar	<p><b>Pedagogical models of Physical Education instruction</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines three of the dominant pedagogical models used to teach physical education in Australian schools</li> </ul> <p><b>Readings:</b></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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Drama and Performing Arts in a K-6 / F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Introduces students to the Creative Arts content area: <i>Drama</i>;</li> <li>Explains how drama in the Primary schools involves making and appreciating</li> <li>Discusses elements and forms of Drama;</li> <li>Outlines how the making of drama involves students investigating their world through devising plays, role-plays and imagined situations; and</li> <li>Suggests strategies through which students develop their skills and appreciation of dramatists, actors, playwrights, devisers,</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply UNESCO's four learning principles in the planning and implementation of Drama</li> <li>Appreciate that drama provides students with opportunities to engage in devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs;</li> <li>Participate in activities that demonstrate key element of the 'making drama' component of the K-6 Creative Arts Syllabus;</li> <li>Identify the elements of drama – dramatic tension, contrast, symbol, time, space, and focus</li> <li>Share the process of shaping and making drama and respond critically by evaluating their own work and the work of others;</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>directors and designers.</p> <ul style="list-style-type: none"> <li>Recognises that artistic and cultural meaning conveyed by drama is dependent on personal and cultural perspectives</li> <li>Review of assessment 3.</li> </ul> <p><b>Readings:</b></p> <p>NSW Board of Studies Syllabus K-6 <i>Creative Arts Syllabus</i>, pp. 14-17</p> <p>ACARA : Scope and Sequence/ Drama</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne pp139-144, 185-225</p>	<p>and</p> <ul style="list-style-type: none"> <li>Reflect on the use of observation, listening and discussion as assessment tools in the Creative Arts.</li> <li>Recognises the various dramatic forms (improvisation, movement, mime, storytelling, readers theatre, puppetry, mask, video drama and playbuilding) and how they might be utilised in the classroom.</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
4 21-25 Mar	<p><b>Teaching athletics and aquatics in K-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching aquatics and athletics in an Australian context</li> <li>• Examines pedagogical approaches for teaching athletics and aquatics in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Australian Sport Commission. (2007). <i>Beginning coaching</i>. (4th ed.). Canberra: Australian Government.</p> <p>Australian Track and Field Coaches Association. (2006). <i>Australian track and field coaches association coaching manual</i>. (5th ed.). Ashmore: ATFCA.</p> <p>Murcia, J.A., &amp; 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., &amp; 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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Dance and Music in a K-6 /F-6 context</b></p> <p><i>This lecture</i></p> <p>Introduces students to the content areas: <i>Music</i> and <i>Dance</i></p> <p><i>It will</i></p> <ul style="list-style-type: none"> <li>• Identify the key concepts in Music and Dance</li> <li>• Highlight the links between these strands</li> <li>• Introduce students to the pedagogical approaches typically used to develop students' skills in, organising sound and listening as well as exploring movement</li> <li>• Promote a recognition that organising sound involve s activities such as experimenting, imitating, improvising, arranging, composing and notating;</li> <li>• Discuss the context of</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Dance and Music</li> <li>• Examining the performance, composition and appreciation of the elements of Dance</li> <li>• Examining the pedagogy of Music: organising sound / composing / singing / listening and extending repertoire</li> <li>• Explores Dance , Music and literacy, use of action words, feelings and seasons to express words through movement and sound</li> <li>• Participate in a range of practical activities that demonstrate how teachers can work with students to achieve syllabus</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Dance</p> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 91-95.</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>Pp 152-184, 264-305</p> <p>ACARA: Scope and Sequence <i>Music/ Dance</i></p>	<p>related outcomes without themselves having a music or dance background;</p> <ul style="list-style-type: none"> <li>Examine ways teachers use singing to enhance students' overall musical development;</li> <li>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;</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
5 28 Mar -1 Apr	<p><b>Teaching Games for Understanding in NSW schools</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching sports and games in an Australian context</li> <li>• Examines pedagogical approaches for using game-centred pedagogy in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Bunker, B., &amp; Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., &amp; Almond, L (Ed.), Rethinking games teaching (pp. 7-10). Loughborough: University of Technology, Loughborough.</p> <p><b>Teaching Personal Development and Health in a K-6 Context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the health of young people in Australia</li> <li>• Examines approaches to teaching health education</li> </ul> <p><b>Readings:</b></p> <p>Chapter 9 Program planning in health education. In Meldrum, K.,</p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Visual Arts/ Media Arts in K-6 /F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Introduce the strands / subjects of Visual Arts and Media Arts</li> <li>• Emphasise the importance of visual communication and technology to develop students skills into the 21 century</li> <li>• Examines creative tendencies, innovation and scope for the use and application of visual communication across the curriculum</li> <li>• Suggest strategies and software programs for teaching and learning in the classroom</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Visual /Media Arts</li> <li>• Review and acknowledge various artistic forms of visual communication</li> <li>• Experience the "Making," "Responding" and "Appreciating" of the Visual/Media Arts through a variety of expressive media</li> <li>• Collaboratively reflect on the creative process, the different teaching and learning strategies used in the workshop to develop artistic and creative skills in the classroom</li> <li>• Provide opportunities to consider the Cultural aspects</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
	<p>&amp; Peters, J. (2012). Learning to teach health and physical education. The student, the teacher and the curriculum. Pearson Education: Melbourne</p>	<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<ul style="list-style-type: none"> <li>Connect visual communication to Indigenous art and other cross cultural perspectives</li> </ul> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 90-95</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>pp 137-139, 306-347, 226-263</p> <p>ACARA: Scope and Sequence: <i>Visual Arts &amp; Media Arts</i></p> <p>Current and relevant International and national literature</p>	<p>of these subjects / strands</p> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
6 4-8 Apr	<b>Assessment Preparation Week</b>			
2015 11-22 Apr	<b>Mid-Semester Break</b>			

	<b>Group 1</b>		<b>Group 2</b>	
<b>Week</b>	<b>Health &amp; Physical Education Lecture (1 hour)</b>	<b>Physical Education Workshop (2 hours)</b>	<b>The Arts Lecture (1 hour)</b>	<b>The Arts Workshop (2 hours)</b>
7 25-29 Apr	<b>Practicum Experience Block</b>			
8 2-6 May				

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
9	Unit introduction		Unit Introduction	
9-13 May	<p><b>Why we teach Health &amp; Physical Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Health and Physical Education from Australian and International contexts</li> </ul> <p><b>Readings:</b></p> <p>Dinan-Thompson, M. (2006). Why the KLA? And why now? In R.Tinning, L. McCuaig &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p> <p><b>Websites:</b></p> <p><a href="http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/">http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/</a></p> <p><a href="http://www.unesco.org/new/en/health-education">http://www.unesco.org/new/en/health-education</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Why we teach Creative Arts Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Creative Arts from Australian and International contexts.</li> </ul> <p><b>Readings:</b></p> <p>NSW Creative Industries (2013). <i>Industry Action Plan Report</i>. Creative Industries Taskforce (Ed.). Sydney: NSW State Government.</p> <p>NSWIT (2008). <i>NSWIT initial teacher education document: 4 mandatory areas of study</i>. NSW Institute of Teachers.</p> <p>Sternberg, R. J. (2012). The assessment of creativity: An investment-based approach. <i>Creativity Research Journal</i>, 24(1), 3-12.</p> <p>UNESCO (2013). <i>Toward universal learning: What every child should learn</i>. Paris: UNESCO Institute for Statistics.</p> <p>United Nations High Commissioner for Human Rights (1989). <i>Conventions on the Rights of the Child</i>.</p> <p><b>Websites:</b></p> <p><a href="http://www.trade.nsw.gov.au/">http://www.trade.nsw.gov.au/</a></p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Learning how to apply 'The Arts' in 21<sup>st</sup> classrooms</li> <li>Examining links between the Creative Arts strands in the K-6 Creative Arts syllabus and The Arts curriculum.</li> <li>Understand the pedagogy of Creative Arts involves: Making, Responding and Appreciating</li> <li>Identifying links between the conceptual framework and different learning approaches to creativity</li> <li>Collaboratively recognise the work of 'The Masters' in different strands of The Arts</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus: Standard 1. Standard 2</b></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<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><a href="http://www.nswteachers.nsw.edu.au">www.nswteachers.nsw.edu.au</a></p> <p><a href="http://www.uis.unesco.org/Education/Documents/lmf-rpt1-toward-universal-learning-execsum.pdf">http://www.uis.unesco.org/Education/Documents/lmf-rpt1-toward-universal-learning-execsum.pdf</a></p> <p><a href="http://www.unhcr.ch/html/menu3/b/k2crc.htm">http://www.unhcr.ch/html/menu3/b/k2crc.htm</a></p> <p><a href="http://www.curriculum.edu.au/the-arts/introduction">www.curriculum.edu.au/the-arts/introduction</a></p>	<p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
10 16-20 May	<p><b>Developing a student’s health and physical literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘physical literacy’ in an Australian and NSW curriculum context</li> <li>Examines the concept of ‘health literacy’ in an Australian and NSW curriculum context</li> </ul> <p><b>Readings:</b></p> <p>Dewalt, D.A., &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday’s</b></p> <p><b>Aquatics Workshops on Thursday’s in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Developing a student’s Creative Arts literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘Creative Arts literacy’ in an Australian and NSW curriculum context</li> <li>Explores the 5 Arts strands</li> <li>Develops an understanding of how artists communicate through their work</li> <li>Emphasises the need for creativity in our pedagogy.</li> </ul> <p><b>Readings:</b></p> <p>Australian Curriculum: ACARA overview and NSW Board of Studies Syllabus <i>K-6 Creative Arts Syllabus</i>.</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne. pp. 42-53, 56-66, 103-108.</p> <p>Edwards, C., Gandini, L. &amp; Forman, G. (2011). <i>The hundred languages of children: The Reggio Emilia experience in transformation</i>. Santa Barbra: ABC-CLIO.</p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Consider the role of UNESCO’s four learning principles in the planning and implementation of activities that promote best practice and artistic intent in the Creative Arts</li> <li>Learning to know: Explore innovative pedagogical approaches to develop students’ knowledge, skills and capacities in the Creative Arts</li> <li>Learning to do: Discover how sequences of learning experiences that focus on the creative process can assist students in attaining stated outcomes / descriptors</li> <li>Learning to work together: Encourage collaborative activities that build on Stage-</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Gibson, R. &amp; Ewing, R. (2011). <i>Transforming the curriculum through the arts</i>. South Yarra: Palgrave Macmillan.</p> <p>Rinaldi, C. (2006). <i>In dialogue with Reggio Emilia: Listening, researching and learning</i>. In G. Dahlberg &amp; P. Moss (Eds.). <i>Contesting Early Childhood Series</i>. Oxon: Routledge.</p> <p>Wade-Leeuwen, B. (2015). <i>Out of the Shadows: Fostering Creativity in Pre-Service Teachers in Creative Arts Programs</i>. (Unpublished Doctoral thesis), Macquarie University, NSW, Australia.</p>	<p>based resources across the curriculum</p> <ul style="list-style-type: none"> <li>Learning to be: Reflect and evaluate these pedagogical practices through shared understandings, promoting good organisational practices and effective programming.</li> <li>Listening, Researching and Learning: Lessons from Reggio Emilia Early Childhood schools.</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus; Standard 3.</b></p> <p><i>Plan and implement effective teaching and learning</i></p>



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
11 23-27 May	<p><b>Pedagogical models of Physical Education instruction</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines three of the dominant pedagogical models used to teach physical education in Australian schools</li> </ul> <p><b>Readings:</b></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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Drama and Performing Arts in a K-6 / F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Introduces students to the Creative Arts content area: <i>Drama</i>;</li> <li>Explains how drama in the Primary schools involves making and appreciating</li> <li>Discusses elements and forms of Drama;</li> <li>Outlines how the making of drama involves students investigating their world through devising plays, role-plays and imagined situations; and</li> <li>Suggests strategies through which students develop their skills and appreciation of dramatists, actors, playwrights, devisers,</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply UNESCO's four learning principles in the planning and implementation of Drama</li> <li>Appreciate that drama provides students with opportunities to engage in devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs;</li> <li>Participate in activities that demonstrate key element of the 'making drama' component of the K-6 Creative Arts Syllabus;</li> <li>Identify the elements of drama – dramatic tension, contrast, symbol, time, space, and focus</li> <li>Share the process of shaping and making drama and respond critically by evaluating their own work and the work of others;</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>directors and designers.</p> <ul style="list-style-type: none"> <li>Recognises that artistic and cultural meaning conveyed by drama is dependent on personal and cultural perspectives</li> <li>Review of assessment 3.</li> </ul> <p><b>Readings:</b></p> <p>NSW Board of Studies Syllabus K-6 <i>Creative Arts Syllabus</i>, pp. 14-17</p> <p>ACARA : Scope and Sequence/ Drama</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne pp139-144, 185-225</p>	<p>and</p> <ul style="list-style-type: none"> <li>Reflect on the use of observation, listening and discussion as assessment tools in the Creative Arts.</li> <li>Recognises the various dramatic forms (improvisation, movement, mime, storytelling, readers theatre, puppetry, mask, video drama and playbuilding) and how they might be utilised in the classroom.</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
12 30 May – 3 June	<p><b>Teaching athletics and aquatics in K-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Explores the historical significance of teaching aquatics and athletics in an Australian context</li> <li>Examines pedagogical approaches for teaching athletics and aquatics in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Australian Sport Commission. (2007). <i>Beginning coaching</i>. (4th ed.). Canberra: Australian Government.</p> <p>Australian Track and Field Coaches Association. (2006). <i>Australian track and field coaches association coaching manual</i>. (5th ed.). Ashmore: ATFCA.</p> <p>Murcia, J.A., &amp; 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., &amp; 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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Dance and Music in a K-6 /F-6 context</b></p> <p><i>This lecture</i></p> <p>Introduces students to the content areas: <i>Music</i> and <i>Dance</i></p> <p><i>It will</i></p> <ul style="list-style-type: none"> <li>Identify the key concepts in Music and Dance</li> <li>Highlight the links between these strands</li> <li>Introduce students to the pedagogical approaches typically used to develop students' skills in, organising sound and listening as well as exploring movement</li> <li>Promote a recognition that organising sound involve s activities such as experimenting, imitating, improvising, arranging, composing and notating;</li> <li>Discuss the context of</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply the UNESCO's four learning principles in the planning and implementation of Dance and Music</li> <li>Examining the performance, composition and appreciation of the elements of Dance</li> <li>Examining the pedagogy of Music: organising sound / composing / singing / listening and extending repertoire</li> <li>Explores Dance , Music and literacy, use of action words, feelings and seasons to express words through movement and sound</li> <li>Participate in a range of practical activities that demonstrate how teachers can work with students to achieve syllabus</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Dance</p> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 91-95.</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>Pp 152-184, 264-305</p> <p>ACARA: Scope and Sequence <i>Music/ Dance</i></p>	<p>related outcomes without themselves having a music or dance background;</p> <ul style="list-style-type: none"> <li>Examine ways teachers use singing to enhance students' overall musical development;</li> <li>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;</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
13 6-10 June	<p><b>Teaching Games for Understanding in NSW schools</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching sports and games in an Australian context</li> <li>• Examines pedagogical approaches for using game-centred pedagogy in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Bunker, B., &amp; Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., &amp; Almond, L (Ed.), Rethinking games teaching (pp. 7-10). Loughborough: University of Technology, Loughborough.</p> <p><b>Teaching Personal Development and Health in a K-6 Context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the health of young people in Australia</li> <li>• Examines approaches to teaching health education</li> </ul> <p><b>Readings:</b></p> <p>Chapter 9 Program planning in health education. In Meldrum, K.,</p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Visual Arts/ Media Arts in K-6 /F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Introduce the strands / subjects of Visual Arts and Media Arts</li> <li>• Emphasise the importance of visual communication and technology to develop students skills into the 21 century</li> <li>• Examines creative tendencies, innovation and scope for the use and application of visual communication across the curriculum</li> <li>• Suggest strategies and software programs for teaching and learning in the classroom</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Visual /Media Arts</li> <li>• Review and acknowledge various artistic forms of visual communication</li> <li>• Experience the "Making," "Responding" and "Appreciating" of the Visual/Media Arts through a variety of expressive media</li> <li>• Collaboratively reflect on the creative process, the different teaching and learning strategies used in the workshop to develop artistic and creative skills in the classroom</li> <li>• Provide opportunities to consider the Cultural aspects</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
	<p>&amp; Peters, J. (2012). Learning to teach health and physical education. The student, the teacher and the curriculum. Pearson Education: Melbourne</p>	<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<ul style="list-style-type: none"> <li>Connect visual communication to Indigenous art and other cross cultural perspectives</li> </ul> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 90-95</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>pp 137-139, 306-347, 226-263</p> <p>ACARA: Scope and Sequence: <i>Visual Arts &amp; Media Arts</i></p> <p>Current and relevant International and national literature</p>	<p>of these subjects / strands</p> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
13-24 June	Examination Block			

## Unit Schedule



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
1	Unit introduction		Unit Introduction	
29 Feb-4 Mar	<p><b>Why we teach Health &amp; Physical Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Health and Physical Education from Australian and International contexts</li> </ul> <p><b>Readings:</b></p> <p>Dinan-Thompson, M. (2006). Why the KLA? And why now? In R.Tinning, L. McCuaig &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p> <p><b>Websites:</b></p> <p><a href="http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/">http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/</a></p> <p><a href="http://www.unesco.org/new/en/health-education">http://www.unesco.org/new/en/health-education</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Why we teach Creative Arts Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Creative Arts from Australian and International contexts.</li> </ul> <p><b>Readings:</b></p> <p>NSW Creative Industries (2013). <i>Industry Action Plan Report</i>. Creative Industries Taskforce (Ed.). Sydney: NSW State Government.</p> <p>NSWIT (2008). <i>NSWIT initial teacher education document: 4 mandatory areas of study</i>. NSW Institute of Teachers.</p> <p>Sternberg, R. J. (2012). The assessment of creativity: An investment-based approach. <i>Creativity Research Journal</i>, 24(1), 3-12.</p> <p>UNESCO (2013). <i>Toward universal learning: What every child should learn</i>. Paris: UNESCO Institute for Statistics.</p> <p>United Nations High Commissioner for Human Rights (1989). <i>Conventions on the Rights of the Child</i>.</p> <p><b>Websites:</b></p> <p><a href="http://www.trade.nsw.gov.au/">http://www.trade.nsw.gov.au/</a></p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Learning how to apply 'The Arts' in 21<sup>st</sup> classrooms</li> <li>Examining links between the Creative Arts strands in the K-6 Creative Arts syllabus and The Arts curriculum.</li> <li>Understand the pedagogy of Creative Arts involves: Making, Responding and Appreciating</li> <li>Identifying links between the conceptual framework and different learning approaches to creativity</li> <li>Collaboratively recognise the work of 'The Masters' in different strands of The Arts</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus: Standard 1. Standard 2</b></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<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><a href="http://www.nswteachers.nsw.edu.au">www.nswteachers.nsw.edu.au</a></p> <p><a href="http://www.uis.unesco.org/Education/Documents/mtf-rpt1-toward-universal-learning-execs.pdf">http://www.uis.unesco.org/Education/Documents/mtf-rpt1-toward-universal-learning-execs.pdf</a></p> <p><a href="http://www.unhcr.ch/html/menu3/b/k2crc.htm">http://www.unhcr.ch/html/menu3/b/k2crc.htm</a></p> <p><a href="http://www.curriculum.edu.au/the-arts/introduction">www.curriculum.edu.au/the-arts/introduction</a></p>	<p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
2 7-11 Mar	<p><b>Developing a student's health and physical literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of 'physical literacy' in an Australian and NSW curriculum context</li> <li>Examines the concept of 'health literacy' in an Australian and NSW curriculum context</li> </ul> <p><b>Readings:</b></p> <p>Dewalt, D.A., &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Developing a student's Creative Arts literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of 'Creative Arts literacy' in an Australian and NSW curriculum context</li> <li>Explores the 5 Arts strands</li> <li>Develops an understanding of how artists communicate through their work</li> <li>Emphasises the need for creativity in our pedagogy.</li> </ul> <p><b>Readings:</b></p> <p>Australian Curriculum: ACARA overview and NSW Board of Studies Syllabus <i>K-6 Creative Arts Syllabus</i>.</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne. pp. 42-53, 56-66, 103-108.</p> <p>Edwards, C., Gandini, L. &amp; Forman, G. (2011). <i>The hundred languages of children: The Reggio Emilia experience in transformation</i>. Santa Barbra: ABC-CLIO.</p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Consider the role of UNESCO's four learning principles in the planning and implementation of activities that promote best practice and artistic intent in the Creative Arts</li> <li>Learning to know: Explore innovative pedagogical approaches to develop students' knowledge, skills and capacities in the Creative Arts</li> <li>Learning to do: Discover how sequences of learning experiences that focus on the creative process can assist students in attaining stated outcomes / descriptors</li> <li>Learning to work together: Encourage collaborative activities that build on Stage-</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Gibson, R. &amp; Ewing, R. (2011). <i>Transforming the curriculum through the arts</i>. South Yarra: Palgrave Macmillan.</p> <p>Rinaldi, C. (2006). <i>In dialogue with Reggio Emilia: Listening, researching and learning</i>. In G. Dahlberg &amp; P. Moss (Eds.). <i>Contesting Early Childhood Series</i>. Oxon: Routledge.</p> <p>Wade-Leeuwen, B. (2015). <i>Out of the Shadows: Fostering Creativity in Pre-Service Teachers in Creative Arts Programs</i>. (Unpublished Doctoral thesis), Macquarie University, NSW, Australia.</p>	<p>based resources across the curriculum</p> <ul style="list-style-type: none"> <li>• Learning to be: Reflect and evaluate these pedagogical practices through shared understandings, promoting good organisational practices and effective programming.</li> <li>• Listening, Researching and Learning: Lessons from Reggio Emilia Early Childhood schools.</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus; Standard 3.</b></p> <p><i>Plan and implement effective teaching and learning</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
3 14-18 Mar	<p><b>Pedagogical models of Physical Education instruction</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines three of the dominant pedagogical models used to teach physical education in Australian schools</li> </ul> <p><b>Readings:</b></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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Drama and Performing Arts in a K-6 / F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Introduces students to the Creative Arts content area: <i>Drama</i>;</li> <li>Explains how drama in the Primary schools involves making and appreciating</li> <li>Discusses elements and forms of Drama;</li> <li>Outlines how the making of drama involves students investigating their world through devising plays, role-plays and imagined situations; and</li> <li>Suggests strategies through which students develop their skills and appreciation of dramatists, actors, playwrights, devisers,</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply UNESCO's four learning principles in the planning and implementation of Drama</li> <li>Appreciate that drama provides students with opportunities to engage in devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs;</li> <li>Participate in activities that demonstrate key element of the 'making drama' component of the K-6 Creative Arts Syllabus;</li> <li>Identify the elements of drama – dramatic tension, contrast, symbol, time, space, and focus</li> <li>Share the process of shaping and making drama and respond critically by evaluating their own work and the work of others;</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>directors and designers.</p> <ul style="list-style-type: none"> <li>Recognises that artistic and cultural meaning conveyed by drama is dependent on personal and cultural perspectives</li> <li>Review of assessment 3.</li> </ul> <p><b>Readings:</b></p> <p>NSW Board of Studies Syllabus K-6 <i>Creative Arts Syllabus</i>, pp. 14-17</p> <p>ACARA : Scope and Sequence/ Drama</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne pp139-144, 185-225</p>	<p>and</p> <ul style="list-style-type: none"> <li>Reflect on the use of observation, listening and discussion as assessment tools in the Creative Arts.</li> <li>Recognises the various dramatic forms (improvisation, movement, mime, storytelling, readers theatre, puppetry, mask, video drama and playbuilding) and how they might be utilised in the classroom.</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
4 21-25 Mar	<p><b>Teaching athletics and aquatics in K-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Explores the historical significance of teaching aquatics and athletics in an Australian context</li> <li>Examines pedagogical approaches for teaching athletics and aquatics in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Australian Sport Commission. (2007). <i>Beginning coaching</i>. (4th ed.). Canberra: Australian Government.</p> <p>Australian Track and Field Coaches Association. (2006). <i>Australian track and field coaches association coaching manual</i>. (5th ed.). Ashmore: ATFCA.</p> <p>Murcia, J.A., &amp; 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., &amp; 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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Dance and Music in a K-6 /F-6 context</b></p> <p><i>This lecture</i></p> <p>Introduces students to the content areas: <i>Music</i> and <i>Dance</i></p> <p><i>It will</i></p> <ul style="list-style-type: none"> <li>Identify the key concepts in Music and Dance</li> <li>Highlight the links between these strands</li> <li>Introduce students to the pedagogical approaches typically used to develop students' skills in, organising sound and listening as well as exploring movement</li> <li>Promote a recognition that organising sound involve s activities such as experimenting, imitating, improvising, arranging, composing and notating;</li> <li>Discuss the context of</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply the UNESCO's four learning principles in the planning and implementation of Dance and Music</li> <li>Examining the performance, composition and appreciation of the elements of Dance</li> <li>Examining the pedagogy of Music: organising sound / composing / singing / listening and extending repertoire</li> <li>Explores Dance , Music and literacy, use of action words, feelings and seasons to express words through movement and sound</li> <li>Participate in a range of practical activities that demonstrate how teachers can work with students to achieve syllabus</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Dance</p> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 91-95.</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>Pp 152-184, 264-305</p> <p>ACARA: Scope and Sequence <i>Music/ Dance</i></p>	<p>related outcomes without themselves having a music or dance background;</p> <ul style="list-style-type: none"> <li>Examine ways teachers use singing to enhance students' overall musical development;</li> <li>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;</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
5 28 Mar -1 Apr	<p><b>Teaching Games for Understanding in NSW schools</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching sports and games in an Australian context</li> <li>• Examines pedagogical approaches for using game-centred pedagogy in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Bunker, B., &amp; Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., &amp; Almond, L (Ed.), Rethinking games teaching (pp. 7-10). Loughborough: University of Technology, Loughborough.</p> <p><b>Teaching Personal Development and Health in a K-6 Context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the health of young people in Australia</li> <li>• Examines approaches to teaching health education</li> </ul> <p><b>Readings:</b></p> <p>Chapter 9 Program planning in health education. In Meldrum, K.,</p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Visual Arts/ Media Arts in K-6 /F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Introduce the strands / subjects of Visual Arts and Media Arts</li> <li>• Emphasise the importance of visual communication and technology to develop students skills into the 21 century</li> <li>• Examines creative tendencies, innovation and scope for the use and application of visual communication across the curriculum</li> <li>• Suggest strategies and software programs for teaching and learning in the classroom</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Visual /Media Arts</li> <li>• Review and acknowledge various artistic forms of visual communication</li> <li>• Experience the "Making," "Responding" and "Appreciating" of the Visual/Media Arts through a variety of expressive media</li> <li>• Collaboratively reflect on the creative process, the different teaching and learning strategies used in the workshop to develop artistic and creative skills in the classroom</li> <li>• Provide opportunities to consider the Cultural aspects</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
	<p>&amp; Peters, J. (2012). Learning to teach health and physical education. The student, the teacher and the curriculum. Pearson Education: Melbourne</p>	<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<ul style="list-style-type: none"> <li>Connect visual communication to Indigenous art and other cross cultural perspectives</li> </ul> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 90-95</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>pp 137-139, 306-347, 226-263</p> <p>ACARA: Scope and Sequence: <i>Visual Arts &amp; Media Arts</i></p> <p>Current and relevant International and national literature</p>	<p>of these subjects / strands</p> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
6 4-8 Apr	<b>Assessment Preparation Week</b>			
2015 11-22 Apr	<b>Mid-Semester Break</b>			

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
7 25-29 Apr	Practicum Experience Block			
8 2-6 May				

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
9	Unit introduction		Unit Introduction	
9-13 May	<p><b>Why we teach Health &amp; Physical Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Health and Physical Education from Australian and International contexts</li> </ul> <p><b>Readings:</b></p> <p>Dinan-Thompson, M. (2006). Why the KLA? And why now? In R.Tinning, L. McCuaig &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p> <p><b>Websites:</b></p> <p><a href="http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/">http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/policy-project/</a></p> <p><a href="http://www.unesco.org/new/en/health-education">http://www.unesco.org/new/en/health-education</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Why we teach Creative Arts Education?</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the role of Creative Arts from Australian and International contexts.</li> </ul> <p><b>Readings:</b></p> <p>NSW Creative Industries (2013). <i>Industry Action Plan Report</i>. Creative Industries Taskforce (Ed.). Sydney: NSW State Government.</p> <p>NSWIT (2008). <i>NSWIT initial teacher education document: 4 mandatory areas of study</i>. NSW Institute of Teachers.</p> <p>Sternberg, R. J. (2012). The assessment of creativity: An investment-based approach. <i>Creativity Research Journal</i>, 24(1), 3-12.</p> <p>UNESCO (2013). <i>Toward universal learning: What every child should learn</i>. Paris: UNESCO Institute for Statistics.</p> <p>United Nations High Commissioner for Human Rights (1989). <i>Conventions on the Rights of the Child</i>.</p> <p><b>Websites:</b></p> <p><a href="http://www.trade.nsw.gov.au/">http://www.trade.nsw.gov.au/</a></p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Learning how to apply 'The Arts' in 21<sup>st</sup> classrooms</li> <li>Examining links between the Creative Arts strands in the K-6 Creative Arts syllabus and The Arts curriculum.</li> <li>Understand the pedagogy of Creative Arts involves: Making, Responding and Appreciating</li> <li>Identifying links between the conceptual framework and different learning approaches to creativity</li> <li>Collaboratively recognise the work of 'The Masters' in different strands of The Arts</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus: Standard 1. Standard 2</b></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p><a href="http://www.nswteachers.nsw.edu.au">www.nswteachers.nsw.edu.au</a></p> <p><a href="http://www.uis.unesco.org/Education/Documents/lmf-rpt1-toward-universal-learning-execsum.pdf">http://www.uis.unesco.org/Education/Documents/lmf-rpt1-toward-universal-learning-execsum.pdf</a></p> <p><a href="http://www.unhcr.ch/html/menu3/b/k2crc.htm">http://www.unhcr.ch/html/menu3/b/k2crc.htm</a></p> <p><a href="http://www.curriculum.edu.au/the-arts/introduction">www.curriculum.edu.au/the-arts/introduction</a></p>	<p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
10 16-20 May	<p><b>Developing a student’s health and physical literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘physical literacy’ in an Australian and NSW curriculum context</li> <li>Examines the concept of ‘health literacy’ in an Australian and NSW curriculum context</li> </ul> <p><b>Readings:</b></p> <p>Dewalt, D.A., &amp; 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 <a href="http://unesdoc.unesco.org/images/0023/002311/231101E.pdf">http://unesdoc.unesco.org/images/0023/002311/231101E.pdf</a></p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday’s</b></p> <p><b>Aquatics Workshops on Thursday’s in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Developing a student’s Creative Arts literacies</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines the concept of ‘Creative Arts literacy’ in an Australian and NSW curriculum context</li> <li>Explores the 5 Arts strands</li> <li>Develops an understanding of how artists communicate through their work</li> <li>Emphasises the need for creativity in our pedagogy.</li> </ul> <p><b>Readings:</b></p> <p>Australian Curriculum: ACARA overview and NSW Board of Studies Syllabus <i>K-6 Creative Arts Syllabus</i>.</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne. pp. 42-53, 56-66, 103-108.</p> <p>Edwards, C., Gandini, L. &amp; Forman, G. (2011). <i>The hundred languages of children: The Reggio Emilia experience in transformation</i>. Santa Barbra: ABC-CLIO.</p>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Consider the role of UNESCO’s four learning principles in the planning and implementation of activities that promote best practice and artistic intent in the Creative Arts</li> <li>Learning to know: Explore innovative pedagogical approaches to develop students’ knowledge, skills and capacities in the Creative Arts</li> <li>Learning to do: Discover how sequences of learning experiences that focus on the creative process can assist students in attaining stated outcomes / descriptors</li> <li>Learning to work together: Encourage collaborative activities that build on Stage-</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Gibson, R. &amp; Ewing, R. (2011). <i>Transforming the curriculum through the arts</i>. South Yarra: Palgrave Macmillan.</p> <p>Rinaldi, C. (2006). <i>In dialogue with Reggio Emilia: Listening, researching and learning</i>. In G. Dahlberg &amp; P. Moss (Eds.). <i>Contesting Early Childhood Series</i>. Oxon: Routledge.</p> <p>Wade-Leeuwen, B. (2015). <i>Out of the Shadows: Fostering Creativity in Pre-Service Teachers in Creative Arts Programs</i>. (Unpublished Doctoral thesis), Macquarie University, NSW, Australia.</p>	<p>based resources across the curriculum</p> <ul style="list-style-type: none"> <li>• Learning to be: Reflect and evaluate these pedagogical practices through shared understandings, promoting good organisational practices and effective programming.</li> <li>• Listening, Researching and Learning: Lessons from Reggio Emilia Early Childhood schools.</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus; Standard 3.</b></p> <p><i>Plan and implement effective teaching and learning</i></p>



	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
11 23-27 May	<p><b>Pedagogical models of Physical Education instruction</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Examines three of the dominant pedagogical models used to teach physical education in Australian schools</li> </ul> <p><b>Readings:</b></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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Drama and Performing Arts in a K-6 / F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>Introduces students to the Creative Arts content area: <i>Drama</i>;</li> <li>Explains how drama in the Primary schools involves making and appreciating</li> <li>Discusses elements and forms of Drama;</li> <li>Outlines how the making of drama involves students investigating their world through devising plays, role-plays and imagined situations; and</li> <li>Suggests strategies through which students develop their skills and appreciation of dramatists, actors, playwrights, devisers,</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Apply UNESCO's four learning principles in the planning and implementation of Drama</li> <li>Appreciate that drama provides students with opportunities to engage in devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs;</li> <li>Participate in activities that demonstrate key element of the 'making drama' component of the K-6 Creative Arts Syllabus;</li> <li>Identify the elements of drama – dramatic tension, contrast, symbol, time, space, and focus</li> <li>Share the process of shaping and making drama and respond critically by evaluating their own work and the work of others;</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>directors and designers.</p> <ul style="list-style-type: none"> <li>Recognises that artistic and cultural meaning conveyed by drama is dependent on personal and cultural perspectives</li> <li>Review of assessment 3.</li> </ul> <p><b>Readings:</b></p> <p>NSW Board of Studies Syllabus K-6 <i>Creative Arts Syllabus</i>, pp. 14-17</p> <p>ACARA : Scope and Sequence/ Drama</p> <p>Dinham, J., (2014). <i>Delivering Authentic ARTS Education</i>. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne pp139-144, 185-225</p>	<p>and</p> <ul style="list-style-type: none"> <li>Reflect on the use of observation, listening and discussion as assessment tools in the Creative Arts.</li> <li>Recognises the various dramatic forms (improvisation, movement, mime, storytelling, readers theatre, puppetry, mask, video drama and playbuilding) and how they might be utilised in the classroom.</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
12 30 May – 3 June	<p><b>Teaching athletics and aquatics in K-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching aquatics and athletics in an Australian context</li> <li>• Examines pedagogical approaches for teaching athletics and aquatics in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Australian Sport Commission. (2007). <i>Beginning coaching</i>. (4th ed.). Canberra: Australian Government.</p> <p>Australian Track and Field Coaches Association. (2006). <i>Australian track and field coaches association coaching manual</i>. (5th ed.). Ashmore: ATFCA.</p> <p>Murcia, J.A., &amp; 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., &amp; 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><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Dance and Music in a K-6 /F-6 context</b></p> <p><i>This lecture</i></p> <p>Introduces students to the content areas: <i>Music</i> and <i>Dance</i></p> <p><i>It will</i></p> <ul style="list-style-type: none"> <li>• Identify the key concepts in Music and Dance</li> <li>• Highlight the links between these strands</li> <li>• Introduce students to the pedagogical approaches typically used to develop students' skills in, organising sound and listening as well as exploring movement</li> <li>• Promote a recognition that organising sound involve s activities such as experimenting, imitating, improvising, arranging, composing and notating;</li> <li>• Discuss the context of</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Dance and Music</li> <li>• Examining the performance, composition and appreciation of the elements of Dance</li> <li>• Examining the pedagogy of Music: organising sound / composing / singing / listening and extending repertoire</li> <li>• Explores Dance , Music and literacy, use of action words, feelings and seasons to express words through movement and sound</li> <li>• Participate in a range of practical activities that demonstrate how teachers can work with students to achieve syllabus</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
		<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<p>Dance</p> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 91-95.</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>Pp 152-184, 264-305</p> <p>ACARA: Scope and Sequence <i>Music/ Dance</i></p>	<p>related outcomes without themselves having a music or dance background;</p> <ul style="list-style-type: none"> <li>Examine ways teachers use singing to enhance students' overall musical development;</li> <li>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;</li> <li>Provide opportunities to consider the Cultural aspects of these subjects / strands</li> </ul> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
13 6-10 June	<p><b>Teaching Games for Understanding in NSW schools</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the historical significance of teaching sports and games in an Australian context</li> <li>• Examines pedagogical approaches for using game-centred pedagogy in a K-6 NSW context</li> </ul> <p><b>Readings:</b></p> <p>Bunker, B., &amp; Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., &amp; Almond, L (Ed.), Rethinking games teaching (pp. 7-10). Loughborough: University of Technology, Loughborough.</p> <p><b>Teaching Personal Development and Health in a K-6 Context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Explores the health of young people in Australia</li> <li>• Examines approaches to teaching health education</li> </ul> <p><b>Readings:</b></p> <p>Chapter 9 Program planning in health education. In Meldrum, K.,</p>	<p><b>Rotating Workshops during Weeks 1-5 at the Macquarie University Sport and Recreation Centre</b></p> <ul style="list-style-type: none"> <li>• The pedagogy of movement skills (Athletics, Gymnastics and Fundamental Movement Skills Development)</li> <li>• The pedagogy of games and sport (Target, Net/Wall, Striking/ Fielding and Territorial)</li> <li>• The pedagogy of aquatics (Swimming, Water Safety and Lifesaving)</li> </ul> <p><b>Rec Hall and Martial Arts Mats Workshops on Tuesday's</b></p> <p><b>Aquatics Workshops on Thursday's in Mac Uni Pool</b></p> <p><b>Professional Standards</b></p>	<p><b>Teaching Visual Arts/ Media Arts in K-6 /F-6 context</b></p> <p><i>This lecture:</i></p> <ul style="list-style-type: none"> <li>• Introduce the strands / subjects of Visual Arts and Media Arts</li> <li>• Emphasise the importance of visual communication and technology to develop students skills into the 21 century</li> <li>• Examines creative tendencies, innovation and scope for the use and application of visual communication across the curriculum</li> <li>• Suggest strategies and software programs for teaching and learning in the classroom</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• Apply the UNESCO's four learning principles in the planning and implementation of Visual /Media Arts</li> <li>• Review and acknowledge various artistic forms of visual communication</li> <li>• Experience the "Making," "Responding" and "Appreciating" of the Visual/Media Arts through a variety of expressive media</li> <li>• Collaboratively reflect on the creative process, the different teaching and learning strategies used in the workshop to develop artistic and creative skills in the classroom</li> <li>• Provide opportunities to consider the Cultural aspects</li> </ul>

	Group 1		Group 2	
Week	Health & Physical Education Lecture (1 hour)	Physical Education Workshop (2 hours)	The Arts Lecture (1 hour)	The Arts Workshop (2 hours)
	<p>&amp; Peters, J. (2012). Learning to teach health and physical education. The student, the teacher and the curriculum. Pearson Education: Melbourne</p>	<p><b>Focus: Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>	<ul style="list-style-type: none"> <li>Connect visual communication to Indigenous art and other cross cultural perspectives</li> </ul> <p><b>Readings:</b></p> <p>Board of Studies (2000). Creative Arts K-6 Syllabus. pp. 90-95</p> <p>Dinham, J., (2014). Delivering Authentic ARTS Education. 2<sup>nd</sup> Edition. Cengage Learning, South Melbourne.</p> <p>pp 137-139, 306-347, 226-263</p> <p>ACARA: Scope and Sequence: <i>Visual Arts &amp; Media Arts</i></p> <p>Current and relevant International and national literature</p>	<p>of these subjects / strands</p> <p><b>Professional Standards</b></p> <p><b>Focus : Standard 1. Standard 2</b></p> <p><i>Know students and how they learn.</i></p> <p><i>Know the content and how to teach it.</i></p>
13-24 June	Examination Block			

## 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

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6

#### Assessment tasks

- Assessment of HP Literacy
- Constructive Creative Arts
- Reflective Blog & Evaluation

### 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

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## Assessment tasks

- Constructive Creative Arts
- Reflective Blog & Evaluation

## 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 developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## **Assessment tasks**

- Assessment of HP Literacy
- Constructive Creative Arts
- Reflective Blog & Evaluation

## **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**

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Design, implement and reflect upon lessons and units of work which are engaging and motivating for students K-6
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

## **Assessment tasks**

- Assessment of HP 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

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSW BOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSW BOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these
- Develop a personal philosophy of teaching, examining their own beliefs about student learning and the role of the teacher.

### Assessment tasks

- Assessment of HP 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:

### Learning outcome

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

## 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

- Demonstrate developing syllabus knowledge of the concepts, substance and structure of NSWBOS syllabus documents for both PDHPE and Creative Arts(CA) Key Learning Areas and ACARA draft curriculum documents
- Demonstrate an understanding of selecting appropriate content as prescribed by the NSWBOS syllabus documents for both HPE and TA ACARA draft curriculum documents
- Demonstrate a developing understanding of using curriculum to support assessment knowledge and appropriate teaching strategies and will be able to critically reflect on these

### Assessment task

- Assessment of HP Literacy