ECED828
Creativity and the Arts: Contemporary Perspectives
S1 External 2016
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
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X5B 363
Mon 2.00pm - 3.00pm or by appointment

Lecturer
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Credit points
4

Prerequisites
[(ECED600 or ECED817) and (ECED602 or ECED819)] or [admission to MEChild or (MEdLead in Early Childhood) or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd]

Corequisites

Co-badged status

Unit description
This unit focuses on the pivotal role of the arts in early childhood, particularly in the domains of music and movement, visual arts, and drama. Students are provided opportunities to enhance their capacity to use diverse resources that underpin high quality arts education. The unit provides a forum through which to critique contemporary issues in arts education, drawing on current research in early childhood and allied fields. Students will investigate current specialist pedagogies as a basis for developing personal approaches to the provision of early childhood arts education.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading journal</td>
<td>40%</td>
<td>24 March 2016</td>
</tr>
<tr>
<td>Performance inquiry</td>
<td>30%</td>
<td>25 April 2015</td>
</tr>
<tr>
<td>Applied task</td>
<td>30%</td>
<td>16 May 2015</td>
</tr>
</tbody>
</table>

Reading journal

Due: **24 March 2016**
Weighting: **40%**

The places and roles of the arts in young children's lives can be conceptualised in many ways. It is essential for early childhood teachers to understand this variety and position children's arts learning opportunities appropriately. For this assignment, you are required to find four current journal articles or scholarly book chapters that pertain to children and the arts in early childhood and critically analyse them. For each article or chapter, you should:

1. Summarise the content of the article/chapter.
2. Explain how this particular approach to young children and their arts cultures/learning fits with contemporary views of children and childhoods.
3. Name one issue that was raised in the article/chapter that has given you pause for consideration. Explain this issue, how you intend to explore this further and what changes you might make to your practice (and why) as a preservice (for Master of Teaching students) or practising (Master of Early Childhood students) teacher.
This Assessment Task relates to the following Learning Outcomes:

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.

Performance inquiry

Due: 25 April 2015
Weighting: 30%

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

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

During your attendance, you should make notes that will later help you write your critique. Remember that performances for children rarely focus on just one artform (e.g. drama, music, movement or visual arts by itself).

Your critique should:

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

While this assignment is based on your opinions, normal scholarly practice is expected, so these opinions must be located within the wider literature and supported with current references.

This Assessment Task relates to the following Learning Outcomes:

- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
• Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

**Applied task**

Due: **16 May 2015**  
Weighting: **30%**

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

**Option 1 - Learning experiences**

For this task, you are required to prepare an outline of a set of arts learning experiences. *Please note that you are not required to submit a series of plans.* You should:

1. Provide a brief (hypothetical) situational analysis that outlines the context of the birth-5 years learning environment for which you have chosen to plan. You should consider things like data about the age(s) of the children, the physical environment, human and other resources, the philosophy of the Centre.

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

3. Explain why you have chosen this artwork/exhibition as a site for visual arts learning experiences for the children you have described above. You must include information about the elements and principles of art that will underpin the children’s work around this exhibition and a précis of the artist(s), their work and techniques that will need to be incorporated into your proposed teaching and learning experiences.

4. Outline a series of up to five sequential visual arts learning experiences based on the artwork/exhibition. Remember that these are not full plans, but overviews of elements and principles, content and the like. You do need to show how your proposed learning experiences will be guided by the Early Years Learning Framework.

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

**Option 2 - Individual project**

MECH students may consult with your tutor to present a theoretically oriented essay based on a current MCA exhibition.

For this assignment, you need to prepare an expository text (one-sided argument) that argues for the use of art museums (specifying a current MCA exhibition) as sites for early childhood arts education.
Your essay should situate children fully and critically engaging in the arts as ways of making meaning with and for others. You should consider things like: literal and expressive symbolization; bodies of knowledge that underpin semiotic systems; the development of metalanguage, and the importance of aesthetically sensitive, critical thinkers.

This Assessment Task relates to the following Learning Outcomes:

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

**Delivery and Resources**

**Technology**

Students will require reliable internet access to download or stream lectures, and submit assessment tasks. Access to such technology is available on-campus if needed.

**Lecture and Tutorial Times**

Internal students are required to view 10 lectures by streaming from iLearn, and attend seminars on Mondays 12.00-2.00pm according to the following schedule:

- Introduction and Overview Seminar - Online - Week of 29 Feb
- Music Seminars - X5B 292, 12.00-2.00pm 29 Feb, 7, 14, Mar
- Drama Seminars - X5B 145, 12.00 - 2.00pm 21 Mar, 4 Apr, 2 May
- Art Seminar - Online - Week of 25 April 12.00 - 2.00
- Art Seminars - 9, 16 May

Seminars are not scheduled for Easter Monday and Anzac Day. Internal students should complete the learning materials designed for external students during these weeks.

**Teaching and Learning Strategy**

Each week, students are expected to engage fully and critically with the unit readings and other preparatory tasks (e.g. discussions with colleagues, self reflection, posting to the unit discussion board) prior to class.

At Macquarie, it is assumed that each credit point involves approximately 3 hours of work per week over the semester. So for this 4 credit point unit, the notional workload would be 12 hours per week over the 15 week semester. This estimate is based on average student performance.
Some students may achieve their desired grades with this amount of effort while others may require more time due to a desire to achieve very high grades or a need to clarify conceptual understandings.

**Presentation of written work**
All work should be proof-read carefully prior to submission, be free of mechanical errors (e.g. spelling and grammatical inaccuracies) and prepared according to APA style.

**Submission of Assessment Tasks**
All assessment tasks are to be submitted via the unit iLearn site using Turnitin. No assignments will be accepted in hard copy.

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

Requests for extensions must be made via Tracker before the assessment item is due. Please advise the unit convenor as soon as possible of other claims relating to severe illness or misadventure on the due date. These claims must be carefully documented.

There is no opportunity for resubmission of assessment items for this unit.

**Unit Web Page**
The iLearn site for this unit can be found by pointing your web browser to http://ilearn.mq.edu.au

Students will be required to utilise this facility during the unit to access lectures, assessment materials, interact with colleagues and keep up to date with developments in the unit. It is important that you familiarise yourself with the site and its operations early in the semester. If you have questions about navigating the site, it is important that you direct these to one of the teaching team as early as possible.

**Changes Since Last Offering**
No major changes have been made since the last offering of this unit.

**Textbooks and Study Materials**  *Prescribed text*

*Additional resources*
The following additional resources are deemed useful for the material covered in this unit. They are available from the University Library. Additional resources may be made available on e-reserve in the library as the semester progresses.


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


*Art Education*

*Arts Education Policy Review*

*Australian Art Education*

*Australian Journal of Early Childhood*

*British Journal of Music Education*

*Childhood Education*

*Contemporary Issues in Early Childhood*

*Drama Australia*

*Early Child Development and Care*

*Early Childhood Research Quarterly*

*European Early Childhood Education Research Journal*

*General Music Today*
Unit Schedule

Feb 29  Unit overview

What constitutes the arts in early childhood?
The nature of creativity
The arts as symbol systems
Arts literacies
Bodies of knowledge
The importance of metalanguage

Mar 7  Music

Musicking in early childhood
Musical elements
Repertoire (birth-3 yrs)
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 14</td>
<td>Music</td>
<td>Musical development&lt;br&gt;Generative approaches to planning&lt;br&gt;Repertoire (3-5yrs)</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Music</td>
<td>Approaches to planning and authentic assessment&lt;br&gt;Children’s voices in assessment&lt;br&gt;Effort actions and embodied symbols</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Drama</td>
<td>Forms and conventions of drama&lt;br&gt;Dramatic play in early childhood</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Drama</td>
<td>Working in role: process drama</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Drama</td>
<td>Pathways into drama: Finding the pretext</td>
</tr>
<tr>
<td>May 2</td>
<td>Visual Arts</td>
<td>Ways of knowing – disrupting dichotomies&lt;br&gt;Histories and Tensions in visual arts education&lt;br&gt;Image(s) of the child in teaching in the visual arts&lt;br&gt;Aesthetics and connecting with the world&lt;br&gt;Elements and Principles – the metalanguage of the visual arts&lt;br&gt;Doing, Understanding and Appreciating – seeking complexity and connection</td>
</tr>
</tbody>
</table>
May 9  

**Visual Arts**

Graphic Languages & Symbolic Meaning Making

The languages of

- Drawing
- Painting
- Clay
- Collage
- Sculpture
- Wire
- New Media

Co-construction, Community and Collaborative works

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May 16  

Questions of Creativity

The Role of the Teacher

The Environment

Resources and Materials

Time

Assessment and Evaluation

Fostering Connections

- With cultures
- With communities
- With art worlds

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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

**Results**

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

**Student Support**

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

**Learning Skills**

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- **Workshops**
- **StudyWise**
- **Academic Integrity Module for Students**
- **Ask a Learning Adviser**

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds.

Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood.
- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

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

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

Assessment task

- Applied task

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of
connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood.
- Demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children.

**Assessment tasks**

- Performance inquiry
- Applied task

**Assessment Presentation and Submission**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and at least 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Assignment cover sheets are not required; academic honesty declarations and the like form part of the Turnitin procedure.

**Draft Submissions & Turnitin Originality Reports**

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

When preparing your assignments, it is essential that:

• You must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
• Marks will be deducted if you submit your assessment late (refer to the ‘late assessments’ section below for more details);
• Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
• If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

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

Note that:

• You MUST speak with the unit coordinator prior to submitting their request through https://ask.mq.edu.au
• Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
• Emails are not appropriate means of extension requests.
It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.

In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.

Extensions are usually not granted on the due date.

Referencing:

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

Highly recommended text