ECH 319

The Arts in Education

S1 External 2017

Institute of Early Childhood

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General Information

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X5B Rm 290
By Appointment

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Credit points
3

Prerequisites
(39cp at 100 level or above) including (ECH131 or ECH129)

Corequisites

Co-badged status

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

Important Academic Dates

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

Learning Outcomes

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

Demonstrate knowledge, skills and understandings in each of the four art form areas.
Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings
Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework
Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

General Assessment Information

Assessment items

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

Submission

All written assessment items are to be submitted via Turnitin on the unit iLearn site.

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

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au*. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Academic honesty

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

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

Assessment

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

High Distinction	85-100
Distinction	75-84

Credit	65-74
Pass	50-64
Fail	0-49

The following University-wide descriptors apply to these grades.

High Distinction

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction

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

Credit

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

Pass

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

Fail

Does not provide evidence of attainment of learning outcomes.

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

For an explanation please see “Grading” and “Assessment” at Policy Central

(http://www.mq.edu.au/policy/)

Assessment Tasks

Name	Weighting	Hurdle	Due
Mindmap	20%	No	9//4/17
Programming	30%	No	14/5/17
Group Performance	30%	No	6/5/ External, 6/6 Internal
Reflection	20%	No	9/5 Ext and 9/6 Int

Mindmap

Due: **9//4/17**
Weighting: **20%**

Assessment Task 1:

Planning for and with the Creative Arts

Mindmap

For this task you are to plan a unit of inquiry using Dinham's six-pointed start template (Chapter 5 from the textbook, 'Delivering Authentic Arts Education'). Using the topic 'Australia and me', the unit will focus on exploring this topic through the creative arts. If you are enrolled in the B.Ed, you will need to consult relevant curriculum and syllabus documents from both the new K-10 syllabuses from the Australian Curriculum and the K-6 syllabuses from NSW. Your planning template should demonstrate your developing understanding of content areas relevant to the topic, eg 'People and Places' from the Geography syllabus, or 'Living World' from the 'Science syllabus'. Your template should reflect your developing understanding of the language used in these documents to describe content, knowledge, understanding and skills, values and attitudes and learning outcomes for students.

If you are enrolled in the B.Teach you should consult the Early years Learning Framework (EYLF). Your template should reflect your developing understanding of the Principles, Practices and Outcomes of this document.

Please look at the example provided by Dinham on p. 112 of the textbook, titled 'Emotional kaleidoscope', and the student example on iLearn in preparation for this task. You should also read Part 1 (Chapters 1-5) and Part 3 of the textbook

The six-pointed star template from Dinham and her sample mindmap can be found under Assessments on ilearn

Your paper should include:

- Title of Inquiry: Australia and me

- Content focus (K-6) or (Learning Outcomes Birth-5)
- Stage of Learning (K-6) or 0-2yrs or 3-5 yrs
- A brief written description on why you think teaching in and through the Creative Arts will create deep and engaging learning for students.
- A planning mindmap using the 'six pointed star' template from Dinham (2017, p.112)

Weighting: 20%

Due date: 9th April, 2017, 11pm

Length: 500 words

Criteria for assessment

- Unit of inquiry content areas and learning expectations are appropriate for chosen Stage of Learning.
- Planning shows meaningful integration of all areas of the Creative Arts, as well as other relevant KLAs/Learning Outcomes into the unit of inquiry
- Evidence of critical reflection on unit readings (textbook and other recommended readings); engagement with the ideas from the lectures, and developing understanding of syllabus documents
- Written expression is clear and grammatically correct, including correct APA style referencing

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning

Framework

Programming

Due: **14/5/17**
Weighting: **30%**

Programming sequential integrated learning experiences

This assessment task builds on the work you have done in Part A, and has a specific focus on integrating learning in the Visual Arts with another art-form (Music, Dance, Drama) and finding links to your topic of inquiry 'Australia and me' and your focus content areas (K-6) or Learning Outcomes (Birth to Five Years)

- Choose a Stage of Learning, eg. 0-2 yrs, 3-5 yrs, Early Stage 1, Stage 1, Stage 2 or Stage 3. Provide a very brief description of the context (this can be hypothetical) of the school/centre.
- Provide a summary of 4 sequential learning experiences in the Visual Arts (drawing, painting, collage, sculpture, printmaking, photography, site-specific installations etc). You might also include an experience relating to art historical or critical studies.
- Introduce children/students to the work of a well-known Australian artist as a way of exploring techniques and the elements of visual arts such as colour, line, shape, pattern and form.
- Integrate one of your experiences with one other artform area (Dance, Drama, Music)
- Consider appropriate art materials and media to use in the classroom/early childhood centre

Choose an artist from the list below. The artists have been selected because they are all relevant to the topic 'Australia and me' and you should be able to find links between the artist's work and your content areas.

Please select one of the following:

Vernon Ah Kee, Howard Arkley, Margaret Preston, Abdul Abdullah, Sidney Nolan, Grace Cossington-Smith, Tom Roberts, Daniel Boyd, Frederick McCubbin, Emily Kame Kngwarreye, Brett Whiteley, Jeannie Baker, Bronwyn Bancroft, Bob Graham, Sally Morgan, Shaun Tan.

Your paper should include:

- A brief introduction to your learning experiences (including stage of learning/age group), and explaining the links you can make between your chosen artist, your content area/ learning outcomes and the creative arts in general.
- Brief background information on your chosen artist and his/her work including notable techniques and elements that will form the focus of your teaching
- A summary of the 4 sequential learning experiences including links to syllabus outcomes

from the Creative Arts Syllabus or Learning Outcomes from the EYLF
- Evidence of critical reflection on unit readings (textbook and other recommended readings); engagement with the ideas from the lectures, and developing understanding of syllabus documents
- Written expression is clear and grammatically correct, including correct APA style referencing

Please note that you should not submit a series of lesson plans, but rather a written description of what you will do.

Weighting: 30%

Word length: 1,500 - 700 words

Due date: 14th May, 2017, 11pm

Criteria for assessment

- Evidence of logical sequencing of learning that engages students, integrates learning across art-forms and addresses learning outcomes from relevant syllabus documents.
- Evidence of understanding of elements/principles of visual arts and other chosen art form
- Evidence of technical knowledge and understanding of chosen artist's work.
- Correct APA referencing and wide reading of unit text and relevant recommended readings.

On successful completion you will be able to:
- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework

Group Performance

Due: **6/5/ External, 6/6 Internal**

Weighting: **30%**

Part A – Group performance

In small groups you will prepare an original piece appropriate for performance by children in either Stage 1, 2 or 3. Your topic area should come from a Key Learning Area other than the Creative Arts)., eg, History, Science, PDHPE. You are welcome to use ideas and content from your first Assessment task. Using a playbuilding structure, you will incorporate Drama, Music and Dance into a 5 minute performance that addresses content from your chosen topic. Multimedia technology can also be included. You will need to refer to both the NSW Creative Arts Syllabus and the curriculum/syllabus documents of your Key Learning Area.

The performance should contain the following elements:

- Singing
- Movement/Dance sequence that incorporates organised sound/music
- Clearly defined characters (as evidenced through voice and body movements)
- Sequences that incorporate some dramatic techniques eg. use of tableaux, thought tracking, synchronised movement, soundscapes
- Evidence of some of the elements of drama eg. tension, mood, focus
- Evidence of some of the elements of music eg, melody, beat, tempo
- Evidence of some of the elements of dance eg. body, action, space
- A clear beginning and a strong conclusion
- Use of simple costumes and/or props

Weighting:	30% (comprising 15% individual mark, 15% group mark)
Length:	5 minutes
Due date:	6th May (Externals) 6th June (Internals)

Criteria for assessment

- Demonstrated understanding of the forms/conventions/elements/ techniques of drama, dance and music
- Demonstration of development in performance skills
- Demonstrated capacity to work co-operatively, constructively and creatively in groups situations
- Demonstrated capacity to use the creative arts to enrich and extend the learning in other KLAs

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Reflection

Due: **9/5 Ext and 9/6 Int**
Weighting: **20%**

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

- Identifying the forms/ elements/conventions/ techniques of each art form (as appropriate) and the effectiveness of the performance.
- Discussing the use of the arts to develop learning on the selected topic.

(**Please note**: your report should address the performance of the group as a whole and should not focus on individuals).

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

- Depending on the children's literacy levels, the template may provide sentence starters or a more open-ended approach involving writing, drawing and/or other forms of visual representation.

Do not include ratings/rankings.

- The template should provide opportunities for the children to reflect on:
    - What the performance was about: information/messages gleaned about the topic
    - The elements of drama/music/dance used
    - Personal aesthetic response
    - Suggestions for the performers

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

Weighting: 20%

Length: 500 words

Due date: Externals: 9/5/17, 11pm

Internals: 9/6/17, 11pm

Criteria for assessment

- Capacity to reflect constructively on performances by identifying the use of forms, conventions and elements of each art form (as appropriate for the performance).
- Demonstrated understanding of the NSW Creative Arts K-6 Syllabus and its relevance to the creation of the performance.
- Demonstrated understanding of learning in and through the creative arts.
- Clear, grammatical written expression and correct APA referencing.

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Delivery and Resources

Classes

Internal Students

Internal students are required to listen to 17 1hr lectures within iLearn, and attend 9 x 2hr tutorials and independent learning activities over the semester.

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

External Students

External students are required to listen to 17 lectures within iLearn, attend mandatory whole day on-campus sessions (Saturday 1st April and Saturday 6th May) and independent learning activities.

Prescribed and Recommended Readings

Compulsory Text:

Dinham, J. (2017). *Delivering authentic arts education (3rd Edition).* South Melbourne: Cengage Learning, and core texts and readings from ECH131.

Recommended Readings:

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

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

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

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

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

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

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

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

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

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

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

Grierson, E., & Mansfield, J. E. (2003). *The arts in education : critical perspectives from Aotearoa New Zealand*. Palmerston North, N.Z.: Dunmore Press.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Websites of relevance to the unit include:

NSW Board of Studies (2000). *NSW Creative Arts K-6 Syllabus,* Sydney: Author http://k6.boardofstudies.nsw.edu.au/files/arts/k6_creative_arts_syl.pdf)

Department of Education, Employment and Workplace Relations (2009). *Belonging, being and becoming: The early years learning framework for Australia.* Canberra: Author

http://www.deewr.gov.au/earlychildhood/policy_agenda/quality/pages/earlyyearslearningframewo

rk.aspx

NSW Department of Community Services *NSW Curriculum Framework for Children's Services*: *The practice of relationships.* Sydney: Author. http://www.community.nsw.gov.au/DOCSWR/_assets/main/documents/childcare_framework.pdf

NSW Department of Education and Training K-12 Creative Arts

http://www.curriculumsupport.education.nsw.gov.au/primary/creativearts/index.htm

Journals

Art Education

Arts Education Policy Review

Australian Art Education

Australian Journal of Early Childhood

British Journal of Music Education

Childhood Education

Contemporary Issues in Early Childhood

Drama Australia

Early Childhood Research Quarterly

European Early Childhood Education Research Journal

General Music Today

International Journal of Education and the Arts

International Play Journal

Journal of Aesthetic Education

Journal of Art and Design Education

Journal of Physical Education, Recreation & Dance

Journal of Research in Music Education

Journal of the Educational Drama Association of NSW

Music Education Research

Music Educators Journal

Psychology of Music

Research in Drama Education

Research Studies in Music Education

Studies in Art Education

Unit Schedule

Unit Schedule

There are no lectures to attend for this unit. All 17 lectures are accessible via iLearn. You are required to download the appropriate lectures for your tutorial group according to the schedule below. External students should aim to watch all the Overview lectures and at least half of the lectures for each other module prior to the first on-campus day.

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

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

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

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

The Unit is divided into four modules:

Overview

Music and Dance

Visual Arts

Drama

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

Music and Dance tutorials take place in X5B 292

Art tutorials take place in X5B 284

Drama tutorials take place in X5B 145

ECH 319 Internal Class Schedules

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

Week Beginning	***Tutorial Groups 1 & 2***	***Tutorial Groups 3 & 4***	***Tutorial Groups 5 & 6***

Feb 27	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2	Overview readings & lectures Music - T1, L1, L2
Mar 6	Overview readings & lectures Music - T1, L1, L2	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2
Mar 13	Drama – T1, L1, L2	Music - T1, L1, L2	Art - T1, L1, L2
Mar 20	Art – T2, L3, L4	Drama - T2, L3, L4	Music - T2, L3, L4
Mar 27	Music - T2, L3, L4	Art - T2, L3, L4	Drama - T2, L3, L4
April 3	Drama - T2, L3, L4	Music - T2, L3, L4	Art - T2, L3, L4
Apr 11	Art - T3, L5, L6	Drama - T3, L5, L6	Music & Dance - T3, L5, L6
May 1	Music & Dance - T3, L5, L6	Art - T3, L5, L6	Drama - T3, L5, L6
May 8	Drama - T3, L5, L6	Music & Dance - T3, L5, L6	Art - T3, L5, L6

Tuesday June 6th - Performance Assessments for all internal students

ECH319 On-Campus Schedules

First On-campus day: April 1st

9.00 (X5B292 Music Room)	Sign in and allocation to performance groups (A-L)		
9.30-11	*Groups A-D* Music X5B292	*Groups E-H* Drama X5B145	*Groups I-L* Visual Arts X5B284
11 – 11.15	Morning Tea		
11.15 – 12.45	*Groups A-D* Visual Arts X5B284	*Groups E-H* Music X5B292	*Groups I-L* Drama X5B145

12.45 – 1.30	Lunch		
1.30 – 3.00	*Groups A-D* Drama X5B145	*Groups E-H* Visual Arts X5B284	*Groups I-L* Music X5B292
3.00-5.00	Performance Preparation		

Please note:

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

Second On-campus day: May 6th

9.30-10.30	*Groups A-D* Music X5B292	*Groups E-H* Drama X5B145	*Groups I-L* Visual Arts X5B284
	Short Break		
10.45-11.45	*Groups A-D* Visual Arts X5B284	*Groups E-H* Music X5B292	*Groups I-L* Drama X5B145
	Short Break		
12.00-1.00	*Groups A-D* Drama X5B145	*Groups E-H* Visual Arts X5B284	*Groups I-L* Music X5B292
1.00-3.30	Lunch & Performance Preparation		
3.30-5.00	Group Performance Assessments (All Groups) Drama Room X5B145		

Readings

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

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

Please note:

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

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

Student Code of Conduct

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

Results

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

Student Support

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

Learning Skills

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

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

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit http://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 knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum

outcomes in the Creative Arts for 0-5 and K-6 Educational settings
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Mindmap
- Programming
- Group Performance

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:

Assessment tasks

- Group Performance
- Reflection

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.

- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Mindmap
- Programming
- Group Performance
- Reflection

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:

Assessment task

- Reflection

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.

- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Mindmap
- Programming