ECH 319

The Arts in Education

S1 Day 2018

Department of Educational Studies

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General Information

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Unit Convenor & Visual Arts
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X5B Rm 290
By Appointment

Drama
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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 three 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.

Assessment Presentation & Submission Guidelines

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.

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 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students 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 students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- 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. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a Special Consideration 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 Special Considerations policy and are submitted via https://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, see:

https://students.mq.edu.au/study/my-study-program/special-consideration

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.

Special Considerations

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and

- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.*

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (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.
D (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.
Cr (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.
P (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
F (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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Programming	50%	No	29th April Int 20th May Ext
Group Performance	30%	No	5th May Ext, 15th May Int
Reflection	20%	No	12th May Ext, 20th May Int

Programming

Due: **29th April Int 20th May Ext**
Weighting: **50%**

Assessment Task 1: Planning for and with the Creative Arts (Programming sequential integrated learning experiences)

For this assessment item, students are to provide a summary of a sequence of 4 sequential learning experiences in the Visual Arts (drawing, painting, collage, printmaking, photography, site-specific installations etc). These learning experiences should be also integrated with at least one other art-form from the Creative Arts (Dance, Drama, Music). They need to consider the context of the children they are planning for (this can be a hypothetical context, or a context they are familiar with), and provide a rationale for why these experiences have the potential to foster meaningful art-making/performing and deep learning in the arts for this particular group of children. Students should focus on introducing children to the work of a well-known artist as way of exploring techniques and the elements of visual arts such as colour, line, shape, pattern and form. Students will also consider appropriate art materials and media to use in the classroom. This assessment has a specific focus on integrating learning in the Visual Arts with another art-form (Music, Dance, Drama).

The final paper should include:

- The Age of the children / Stage of Learning you are planning for, eg. 0-2 yrs, 2-3 yrs, 3-5 yrs, Early Stage 1, Stage 1, Stage 2 or Stage 3. Provide a brief description of the context (this can be hypothetical) of the school/centre.
- Background information on your chosen artist and his/her work including notable techniques and elements that will form the focus of your teaching.
- 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. Include analysis of why you think teaching in and through the Creative Arts will create deep and engaging learning for students.

- 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. Consider appropriate art materials and media to use in the classroom/early childhood centre. Integrate one of your experiences with one other artform area (Dance, Drama, Music). Include links to syllabus outcomes from the Creative Arts Syllabus or the EYLF. Please note that you should not submit a series of lesson plans, but rather a written description of what you will do.
- Evidence of wide reading from the Textbook and recommended readings list for ECH319 and beyond.

Please select one of the following artists (nb students involved in the NCP Vietnam project can choose an artist in consultation with the Unit Convener):

Lena Yarinkura, Vernon Ah Kee, Howard Arkley, Margaret Preston, Abdul Abdullah, Grace Cossington-Smith, Tom Roberts, Daniel Boyd, Emily Kame Kngwarreye, Brett Whiteley, Jeannie Baker, Bronwyn Bancroft, Bob Graham, Sally Morgan, Shaun Tan, Joshua Yeldham, Ricky Maynard, Liam Bensen, Sean Gladwell.

Weighting: 50%

Word length: 2000 words

Due date: 29th April 11.59pm (Internals)

20th May 11.59pm (Externals)

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: **5th May Ext, 15th May Int**
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:	5th May (Externals)
	15th May (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: **12th May Ext, 20th May 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:	12th May, 11.59pm (Externals)
	20th May, 11.59pm (Internals)

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 31st April and Saturday 5th May) and independent learning activities.

ECH319 Prescribed and Recommended Reading List

Compulsory Text: Dinham, J. (2017). *Delivering authentic arts education* (3rd Edition). South Melbourne: Cengage Learning, (For students enrolled in the Birth-12 degree)

or:

Dinham, J & Chalk, B. (2018). *It's arts play: Young children belonging, being and becoming through the arts*. Melbourne: Oxford University Press (For students enrolled in the Birth-5 degree)

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.

Davis, L. (2004). Making connections: Learning through drama, learning about drama. In M. Mooney & J. Nicholls (Eds.), *Drama journeys: Inside drama learning* (pp. 179-198). Sydney: Currency Press.

Deans, J., Brown, R., & Young, S. (2007). The possum story: Reflections of an early childhood drama teacher. *Australian Journal of Early Childhood*, 34 (4), 1 -6

Edwards, C., Gandini, L. & Foreman, G. (Eds.) (1998). *The hundred languages of children: The Reggio Emilia approach-advanced reflections*. 2nd Ed. Greenwich, CT: Ablex Publishing.

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.

Ewing, R. & Saunders, J.N. (2016). *The School Drama Book*, Sydney: Currency Press.

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

Gandini, L., Hill, L., Cadwell, L. & Schwall, C. (2015). *In the spirit of the studio: Learning from the atelier of Reggio Emilia (2nd Edition).* New York: Teachers College 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.

Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. *International Journal of Music Education,* 28 (3), 269 - 289. DOI: 10.1177 /0255761410370658

Hanna, W. (2016). *The children's music studio: A Reggio inspired approach.* New York: Oxford University Press.

Honigman, J. J., & Bhavnagri, N. P. (1998). Painting with scissors: Art education beyond production. Childhood Education, 74 (4), 205 - 213.

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.

Kolbe, U. (2014). Children's imagination: creativity under our noses. Byron Bay, NSW: 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.

Nyland, B, Acker, A , Ferris, J & Deans, J. (2011) Pre- school children's encounters with The Magic Flute , International Journal of Early Years Education, 19:3-4,207-217, DOI: 10.1080/ 09669760.2011.637676

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

Robertson, J. (2000). Drawing: Making thinking visible. In

Thinking through the arts. Schiller, W. (Ed.) Sydney: Harwood Educational Publishers.

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.

Sutherland, K. (2004). Making sense of the world with art. In Rattler 72 Summer

Vecchi, V. (2010). *Art and Creativity in Reggio Emilia: Exploring the Role and Potential of Ateliers in Early Childhood Education* (Contesting Early Childhood). Oxon: Routlege

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

Warren, K. (1999). Hooked on drama. The theory and practice of drama in early childhood (2nd ed.). Katoomba: Social Science Press.

Zachest, K. (2015). Drama for Early Childhood. Sydney: Currency Press

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/earlyyearslearningframework.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

ECH319 Unit Schedule

The Unit is divided into four modules:

Overview 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 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; Lectures online

Visual Arts tutorials take place in X5B 284; Lectures online

Drama tutorials take place in X5B 145; Lectures online

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.

Readings

Please see iLearn for the ECH319 List of prescribed and recommended readings for this unit. In preparation for undertaking work in each module, you should thoroughly read appropriate sections of the textbooks as follows:

Dinham (2017): **Overview**: Chapters 3, 4 & 5, **Visual Art**: Chapter 10, **Drama:** Chapter 7, **Music and Dance:** Chapters 6 and 9 (for Birth-12 students using this text)

Dinham & Chalk (2018): **Overview**: All Chapters in Part 1 and Part 3, **Visual Art**: Chapter 11, Chapter 11 and Chapters 12 & 13 , **Drama:** Chapter 8 and Chapters 12 & 13, **Music and Dance:** Chapters 7 and 10 and Chapters 12 & 13 (for Birth-5 students using this text)

For assessments, please also read widely from the Recommended Reading List for ECH319.

ECH 319 Internal Class Schedules

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)

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 26	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2	Overview readings & lectures Music - T1, L1, L2
Mar 5	Overview readings & lectures Music - T1, L1, L2	Overview readings & lectures Art - T1, L1, L2	Overview readings & lectures Drama – T1, L1, L2
Mar 12	Drama – T1, L1, L2	Music - T1, L1, L2	Art - T1, L1, L2
Mar 19	Art – T2, L3, L4	Drama - T2, L3, L4	Music - T2, L3, L4
Mar 26	Music - T2, L3, L4	Art - T2, L3, L4	Drama - T2, L3, L4
April 2	Drama - T2, L3, L4	Music - T2, L3, L4	Art - T2, L3, L4
Apr 10	Art - T3, L5, L6	Drama - T3, L5, L6	Music & Dance - T3, L5, L6
April 30	Music & Dance - T3, L5, L6	Art - T3, L5, L6	Drama - T3, L5, L6
May 7	Drama - T3, L5	Music & Dance - T3	Art - T3, L5, L6
	Tuesday May 15th -	Performance Assessments for all internal students	

ECH319 On-Campus Schedules

Please note:

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

First On-campus day: March 31st

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		

Second On-campus day: May 5th

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

Attendance for undergraduate units

All tutorials begin in the first week of classes.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- In order to receive a passing grade in this unit, you need to meet the following criteria:

- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
- Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://stu

dents.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

- 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

- 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 task

- Programming