ECH 131

The Arts in Early Childhood Contexts

S2 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces the creative arts and their role in the lives of children from birth to 12 years. It explores children's aesthetic and expressive development in visual arts, music, dance and drama, and their use of the arts as symbol systems for making and communicating meaning. Students gain understanding, knowledge and appreciation of skills, processes and outcomes necessary to teach the creative arts in birth–5 and K–6 settings. The role of the teacher in working with children in ways which regard them as competent, creative and resourceful art makers is explored, as is the place of direct instruction to develop children's skills within the context of their diverse needs and interests. The role of community arts organisations and spaces – museums, galleries, performing arts – in providing opportunities for children to gain experience in appreciation of the art forms is explored.

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 theoretical understanding of the role and value of the arts in early childhood.

Recognise that art forms are products of culture both handed down to, and created by, children.

Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.

Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.

Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.

Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.

Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

General Assessment Information

ALL ASSESSMENT TASKS MUST BE SUBMITTED IN ORDER TO BE ELIGIBLE FOR A PASSING GRADE IN THIS UNIT

Marking rubrics for both assessment tasks can be found on ilearn.

When preparing the final assignment, 'Analysing Arts Experiences' it is essential that:

- Students save a copy of their assignment 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. No failed assessment may be re-submitted.

Please follow these guidelines when you submit your assignment:

- Allow a left and right-hand margin of at least 2cm in your assignment.
- Please type your assignments using 12-point font and 1.5 spacing.
- Your assessment must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that your assessment is successfully

submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

TURNITIN is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have stated your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn. Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

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

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.

Students should keep an electronic file of all assessments.

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: http://www.mq.edu.au/policy/docs/grading/policy.html

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.

In this unit, all tasks will be reported by GRADES.

Marks are only shown for your final reported grade for this Unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Provocations	60%	No	Ongoing throughout semester
Analysing Arts Experiences	40%	No	11th November 2018

Online Provocations

Due: **Ongoing throughout semester**
Weighting: **60%**

6 x 250 words discussion contributions focused on unit content and teaching provocations. 6 x 10% = 60%

Due:

2 responses Due 19 Aug and 26 Aug (20%) 11.00pm

2 responses Due 9 Sept and 16 Sept (20%) 11.00pm

2 responses Due 14 Oct and 4 Nov (20%) 11.00pm

Weight: 6 x 10% - total 60%

At the start of the semester you will sign up for an online provocation group. Instructions for joining a group can be found on ilearn. Groups have a maximum number of 10 participants. Students will respond to six provocations over the semester – two for each artform.

The provocations will be based on what art form you are currently studying in tutorials. You are required to contribute to your online discussion group in order to demonstrate your developing understanding of the material covered in this unit and how it relates to children's creativity and the arts.The provocations are designed for you to think critically and creatively about a range of topics, issues, ideas and resources relevant to your developing understanding of the arts in early childhood contexts.

You are to make **ONE** posting for **EACH** provocation. Postings should be completed by 11pm Sunday, at the end of the relevant week. (eg. Provocation 1 at the end of Week 3 and Provocation 2 at the end of Week 4)

Each written response should be 250 words (+/- 10%). Markers will stop reading your work if it exceeds 275 words. If this happens it is likely you will not satisfactorily complete all requirements of the provocation question. This task is designed for you to develop your skills in writing succinctly so that every word counts. There is no room to waffle or be vague in your written responses.

It is expected that you will include in your responses reference to readings (both compulsory readings and additional readings you have sourced). Each response should include a brief reference list of works cited. This list is not included in the word count. Please use APA referencing.

An important aspect of these discussions is the collaboration and support that is offered within your discussion groups.This means carefully reading the work of others in your group and considering new ideas, insights and and thoughts that you can bring to the discussion.

You can choose to make an original contribution or reply and respond to an existing posting. When replying to someone else's posting you should be extending the discussion, or offering a new viewpoint, not just agreeing with what has already been said. Over the course of the semester you should aim to make both original contributions and respond to existing ones.

It is important that you do not leave your postings to the last minute and you will be penalised if you continually post on Sunday evenings.

We recommend that you write your 250 word discussion as a Word document first and check for spelling, grammar and other errors. Then you should cut and paste the text into your discussion post.

Provocations can be found on the website under each of the modules. There are two provocations for each art form. There is also a short video about completing provocations for you to view through ECHO.

Marking Criteria for Online discussions.

- Demonstrated ability to think critically and creatively when responding to provocations
- Demonstrated ability to analyse and synthesise information
- Coherent and logical development of discussion/arguments
- Effective use of readings to support your discussion
- Clarity of written expression and correct APA referencing

On successful completion you will be able to:

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own

creative works.

- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Analysing Arts Experiences

Due: **11th November 2018**
Weighting: **40%**

An analysis of three observed arts experiences/classroom lessons

Marking rubrics for both assessment tasks can be found on ilearn.

Part 1/

Revisit Chapter 1 of your text, *Children, meaning-making and the Arts*, 2012.

Provide a rationale for why the arts are important in early childhood based on your understanding of this chapter. You are expected to make references to one or more of the following chapters you find interesting and relevant e.g. chapters 2, 3, 4 and 5.

Approx. 300 words

Part 2/

Analyse three arts experiences/lessons (one visual arts experience, one music/movement experience and one drama/socio-dramatic play experience).

These experiences/lessons can be sourced in several ways:

1/ Early Childhood students enrolled in ECHP122 can use experiences found on your Observation Days or your Prac.

2/ Students currently working in an early childhood centre can use experiences from their centre provided they have been created by another staff member.

3/ Education students can use lessons observed on your most recent prac.

It is important that you are analysing another teacher/s experience. Do not use an experience/ lesson that you have planned for.

4/ Students not enrolled in a practicum unit or currently working in an early childhood centre will select three videos to analyse from the video list available on the unit's website.

You do not have to use experiences from practicum and you are allowed to use a combination of experiences/lessons on prac and the supplied videos.

This task requires students to link theory with observations made during practicum or from the videos. In your analysis you should consider whether the experience/lesson is pedagogically appropriate for young children based on your understanding of the unit content – lectures/ readings/tutorials. Each analysis should be around 500 words and contain the following

information:

- A brief description of the experience including, art form, location, (e.g. inside, outside, home corner, playground, school hall) number of children participating and resources used.
- An analysis of whether the experience provides for children's creativity and meaning-making.
- A discussion on whether the experience provides for children's exploration of, engagement with and developing understanding of the art form.
- What role, if any, has the teacher had in providing this arts experience for children?

Your assignment should take the format of an essay with sub-headings, eg. Rationale, Experience/Lesson 1, etc. You do not need a concluding paragraph.

Length: 1,800 words (+/- 10%)

Weight: 40%

Due: This assignment can be submitted anytime between 10/10/18 – 11/11/18, 11.00pm.

Marking Criteria for Analysing Arts Experiences

- Clear, informative and concise arts descriptions
- Evidence of understanding unit content to analyse suitability of arts experiences for children.
- Evidence of an understanding of the forms and elements of each art form.
- Evidence of understanding the teacher's role in developing and facilitating arts experiences for children.
- Evidence of reading to support the preparation of your report.
- Clarity of expression, correct spelling and referencing.

On successful completion you will be able to:

- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.

Delivery and Resources

Tutorials: **Internal students**

Lectures begin Week 1

Tutorials begin Week 2

7 lectures Tuesday 4-5 pm Wally's Walk 17 T1 (also available online)

3 lectures delivered online.

9 x 90 minute practical tutorials**.**

Continuous online contribution to provocations.

External Students

Access to all lectures though Echo Recordings on iLearn.

Compulsory attendance at oncampus session 24th-25th September

Continuous online contribution to provocations.

All students

To access the ECH 131 website click on:

https://ilearn.mq.edu.au/login/MQ/

Login with the user name and password that has be sent to you in your enrolment letter. You can change your password once you have logged in.

From the unit's website you can access the lectures through ECHO recordings. Due to the interactive nature of these lectures and the large amount of visual and video material used in the lectures, lecture slides will not be provided as separate items for this unit.

Weekly tutorial timetable (Internals)

Tutorial Group	Time	Weeks	Week beginning	Art form
X5B 145	Tues 11.30 Tues 2 Wed 10 Wed 12.30 Wed 3	2-4 2-4 2-4 2-4 2-4	August 5	Drama
		5-7	August 26	Visual Arts

		10, 11, 14	Sept 30, Oct 7, Oct 28	Music
X5B 284	Tues 11.30 Tues 2 Wed 10 Wed 12.30 Wed 3	2-4 2-4 2-4 2-4 2-4	August 5	Visual Arts
		5-7	August 26	Music
		10, 11, 14	Sept 30, Oct 7, Oct 28	Drama
X5B 292	Tues 11.30 Tues 2 Wed 10 Wed 12.30 Wed 3	2-4 2-4 2-4 2-4	August 5	Music
		5-7	August 26	Drama
		10, 11, 14	Oct 1, Oct 8, Oct 29	Visual Arts

Weeks 8-9	Sept 16 and 23	Mid-Semester break
Weeks 12-13	Oct 14 and 21	ECHP122 Prac No classes
Week 15	Nov 4	No classes

All tutorials will be held in the following rooms in 29 Wally's Walk:

Drama: Rm 145

Visual Arts: Rm 284

Music: Rm 292

Please note, if you are not able to attend the first two weeks of tutorials due to Practicum or Pace unit requirements, you must be prepared to make up the missed classes at the oncampus session or at other times during the semester. This is particularly important in meeting the practical requirements of this unit as expected from NESA (The NSW Education Standards Authority)

Oncampus schedule Monday 24th And Tuesday 25th September

Please meet in the Music rm, 17 Wally's Walk, Rm 292

9.00 – 9.30 Introduction

9.30-11.30 Artform 1 workshop

11.30-12 Break

12-2 Artform 2 Workshop

2.00-2.30 Break

2.30 - 4.30 Artform 3

Tuesday

10 -11.15 Artform 1 second workshop

11.15 – 11.30 Break

11.30 – 12.45 Artform 2 second workshop

12.45 – 1.30 Lunch

1.30 – 2.45 Artform 3 second workshop

2.45 – 3.00 Break

3.00 – 3.30 Final assignment discussion in Rm 292

Education students completing a primary practicum at the beginning of semester are encouraged to read the Unit Outline whilst on prac, particularly noting the final assignment, 'Analysing Arts Experiences'. You may wish to use experiences/lessons that you observe on prac for this task.

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

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 function

Compulsory textbook

The prescribed text for this unit is:

Children Meaning Making and the Arts (2e) (2012) by Wright published by Pearson. ISBN: 9781442533547

This text can be purchased from the university bookshop or the following options are available online from pearson.com.au:

Printed text

Go to:

www.pearson.com.au/9781442533547

FREE DELIVERY

Or

Downloadable eBook of the full text

www.pearson.com.au/9781442561991o

Please note, you cannot complete the assessment tasks for this unit without regular access to this text.

Prescribed readings (available through Multisearch)

Bell, D. (2010) 5: Five reasons to take young children to the art gallery and five things to do when you are there [online]. Australian Art Education, Vol. 33, No. 2, 2010: 87-111.

Dallacqua, A.K., Kersten, S., & Rhoades, M. (2015). Using Shaun Tan's Work to Foster Multiliteracies in 21st-Century Classrooms, *Reading Teacher*, 69 (2), 207-217.

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. (2016). Thinking, feeling and relating: Young children learning through dance. Australasian Journal of Early Childhood, 41(3), 45-57.

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

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

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

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. (2016) *The Language of Art: Inquiry-based studio practices in early childhood settings* (Chapter 1: General Guidelines for Studio Explorations). La Vergne: Redleaf Press

Robertson, J. (2000). Drawing: Making thinking visible. In *Thinking through the arts*. Schiller, W. (Ed.) Sydney: Harwood Educational Publishers.

Shulsky, D., & Kirkwood, D. (2015). Beyond tempera paint: Authentically exploring visual art in early childhood. *Childhood Education, 91(5),* 363-369

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

Prescribed documents (available through the internet)

NSW Board of Studies (2000). *NSW Creative Arts K-6 Syllabus,* Sydney: Author http://k6.boardoffstudies.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

Recommended readings

We urge you to read widely and critically in this subject. The following books and journals are highly recommended:

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

Bowie, D.R. (2012). *MMADD about the Arts* (3rd ed.). French's Forest, NSW:Pearson Australia.

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., Bayless, K. & Ramsay, M. (2005). *Music, a way of life for the young child.* 5th Ed. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.

Edwards, L. C. (2006). *The creative arts: a process approach for teachers and children* (4th ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

Ewing, R. & Saunders, J.N. (2016). *The School Drama Book*. Sydney: Currency Press. (This text is fully available online from the library)

**Jeanneret, J, O'Toole, J. & Sinclair, C. (Eds.). (2012) *Education in the Arts* (2nd ed.). South Melbourne, Vic.: Oxford University Press.

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

**Kolbe, U. (2007). *Rapunzel's supermarket*. Sydney: Peppinot Press.

**Kolbe, U. (2005). *It's not a bird yet*. The drama of drawing. Sydney; Peppinot Press.

Koster, J. B. (2009). *Growing artists: teaching the arts to young children* (4th ed.). Clifton Park, NY: Thomson Delmar Learning.

**Mooney, M. & Nicholls, J. (2004). *Drama journeys: inside drama learning*. Sydney: Currency Press.

**Pelo, A. (2007). *The language of art: Reggio-inspired studio practices in early childhood settings.* St Paul: Redleaf Press. (This text is fully available online from the library)

Anderson-Poston, B. (2008) *Drama: learning connections in primary schools.* South Melbourne, Vic.: Oxford University Press.

Schiller, W. (Ed.). (2000). *Thinking through the arts*. Singapore: Harwood Academic Publishers.

Schirrmacher, R., & Fox, J. E. (2009). *Art & creative development for young children* (6th ed.). Clifton Park, NY: Thomson/Delmar Learning.

Spurgeon, D. (1992). *Dance Moves: From Improvisation to Dance*. Harcourt Brace Jovanovich, Publishers.

**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

**** These books are available on reserve in the library**

Useful journals (available through Multisearch)

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

International Journal of Education and the Arts

International Play Journal

Youth Theatre 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

Module 1 Visual Arts	The **Introduction to the Unit lecture** will be held on Tuesday 31st July at 4pm in WW17 T1. In this lecture we will introduce you to the unit and explain how it works for both internal and external students. We will go through the assessments and explain signing up for online assessment groups. Readings for this unit come from the compulsory text book and articles/chapters that can be accessed through **Multisearch MQ Lib** **Lecture 1: Introduction to Visual Arts in Children's Lives (Available online)** **Readings:** McArdle, F. (2012). The visual arts: Ways of seeing. In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.30-56. Frenchs Forest, NSW: Pearson Australia. Shulsky, D., & Kirkwood, D. (2015). Beyond tempera paint: Authentically exploring visual art in early childhood. *Childhood Education, 91(5),* 363-369. • Histories and Tensions in Visual Arts Education; • Image(s) of the child in teaching in the visual arts; • Aesthetic sensibility and connecting with the world; • Elements and Principals - the metalanguage of the visual arts; • Doing, Understanding and Appreciating - seeking out complexity and connection. **Workshop 1: Drawing & Line** In this workshop, we will focus on *Drawing*, including children's drawing development and the elements and principle of the visual arts Through practical drawing exercises and experiences, we explore a range of techniques, media, and elements and principles (such as line, balance, shape and proportion). **Lecture 2: Children and the Visual Arts (Tuesday 7th August)** Pelo, A. (2016). *The Language of Art: Inquiry-based studio practices in early childhood settings* (Chapter 1: General Guidelines for Studio Explorations). La Vergne: Redleaf Press Robertson, J. (2000). Drawing: Making thinking visible. In *Thinking through the arts*. Schiller, W. (Ed.) Sydney: Harwood Educational Publishers. Sutherland, K. (2004). Making sense of the world with art. In *Rattler* 72 Summer. • Graphic languages and symbolic meaning making; • the languages of Drawing, Painting, Clay, Collage, Sculpture, Wire, New Media; • Co-construction and collaborative works **Workshop 2: Painting & Colour** In this workshop, we will focus on *Painting,* including the element of 'colour' - tone, hue, value and intensity. Through practical painting exercises and experiences, we focus on colour mixing and explore a range of techniques, tools, and elements and principles (such as colour, shape, texture, balance, contrast and proportion). **Lecture 3: Fostering children's creativity in the visual arts (Tuesday 14th August)** **Readings:** Bell, D. (2010). 5: Five reasons to take young children to the art gallery and five things to do when you are there [online]. Australian Art Education, Vol. 33, No. 2, 2010: 87-111. Honigman, J. J., & Bhavnagri, N. P. (1998). Painting with scissors: Art education beyond production. *Childhood Education, 74*(4), 205-213. Piscitelli, B. (2012). Young children, the arts and learning: Outside of school, at home and in the community.In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.30-56. Frenchs Forest, NSW: Pearson Australia. • Questions of creativity; • Creativity Theory,

- Facilitating praxis-based leaning in visual arts,
- The role of the environment;
- Resources and Materials; Time

Workshop 3: Collage & Shape

In this workshop, we will focus on *Collage, Multimedia* and *site specific installation (including outsider/outpost art)*. Through practical experiences using construction and collage will explore a range of techniques, and elements and principles (such as form, shape, texture, balance, contrast and proportion).

Module 2 Music/ Dance	**Lecture 1: Introducing Music and Dance (Available online)** **Readings:** Barrett, M. S. (2012). Belonging, being and becoming musical: An introduction to children's musical worlds. In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.57-84. Frenchs Forest, NSW: Pearson Australia. Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. I*nternational Journal of Music Education*, *28* (3), 269-289. DOI: 10.1177/0255761410370658 • The elements of Music • The elements of Dance • Music and Dance in education (understanding syllabus documents) **Workshop 1:** Students will engage in a variety of Music and Dance activities suitable for children of different ages. They will gain an understanding of the elements of music and the elements of dance. Students will also interact with the NSW Creative Arts syllabus and the Early Years Learning Framework to gain a practical understanding of educational outcomes. **Lecture 2: Approaching Music (Tuesday 21st August)** **Reading:** 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 • Singing with children • Approaches to music education – Orff Schulwerk, Kodaly, Dalcroze • Bring creative – organizing sound **Workshop 2:** Students will engage in a variety of songs and singing activities, across the age range 0 – 12 years and gain insight into the place of singing with children. Approaches to music education will be considered with a focus on the Orff Schulwerk method. Creativity and organsing sound will be considered as the early foundations of composing. **Lecture 3: Approaching Dance (Tuesday 28th August)** **Readings:** Schiller, W., & Meiners, J. (2012). Dance: Moving beyond steps to ideas. In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.85-114. French's Forest, NSW: Pearson Australia. Deans, J. (2016). Thinking, feeling and relating: Young children learning through dance. Australasian Journal of Early Childhood, 41(3), 45-57. • Dancing with children • Approaches to dance education • Considering culture in Music and Dance **Workshop 3:** Students will learn about to the elements of dance with specific consideration of Laban's elements of dance. Students will experience a range of simple children's dances from different cultures. Students will consider how to facilitate creativity when working with children in dance.

Module 3 Drama	**Lecture 1: Drama, Creativity and Learning (Available online)** **Reading:** Dunn, J., & Stinson, M. (2012). Dramatic play and drama in the early years: Re-imagining the approach. In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.115-134. Frenchs Forest, NSW: Pearson Australia. • Drama as both artform and teaching methodology. • Socio-dramatic play in the early years • Introducing the forms and elements of Drama as outlined in the NSW K-6 Creative Arts Syllabus. **Workshop 1** In this workshop we will begin to explore forms of drama including: Mime, Movement, Improvisation, Storytelling, Puppetry and Reader's Theatre. **Lecture 2: Taking on a Role (September 4 August)** **Readings:** Brown, V. (2017). Drama as a valuable learning medium in early childhood, *Arts Education Policy Review*, 118 (3), 164-171, DOI: 10.1080/10632913.2016.1244780 Deans, J., Brown, R., & Young, S. (2007). The possum story: Reflections of an early childhood drama teacher. *Australian Journal of Early Childhood, 32* (4), 1-6. Stinson, M. & O'connor, P. (2012). Valuing diversity in the early childhood arts classroom: A drama case study. In S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed.). pp.115-134. French's Forest, NSW: Pearson Australia. • How do teachers and children take on roles in drama? • Introducing process drama and the pedagogies of 'mantle of the expert and 'teacher-in-role' • Using the elements of drama (focus, tension, mood, contrast, space, time, and symbol) to create and enhance meaning in drama. • Drama and the Early Years Learning Framework (EYLF). **Workshop 2** Together we will build a number of process dramas and look at some of its dramatic strategies such as building belief, use of questioning, shaping and managing the drama, incorporating elements of drama including, focus, tension and mood. **Lecture 3: Pathways into Drama/Finding the pretext (Tuesday 11th September)** **Readings:** Dallacqua, A.K., Kersten, S., & Rhoades, M. (2015). Using Shaun Tan's Work to Foster Multiliteracies in 21st-Century Classrooms, *Reading Teacher*, 69 (2), 207-217. 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. • What pretexts can we use in Drama? eg. Picture books, Poems, Paintings, Music • Introduction to Puppetry with children • Drama and Literacy **Workshop 3** In this workshop we will develop further skills in eg. improvisation, mime, and movement using different pretexts and strategies for incorporating drama across the curriculum.

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://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

- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own

creative works.

- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment task

- Online Provocations

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 theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

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 theoretical understanding of the role and value of the arts in early childhood.
- Recognise that art forms are products of culture both handed down to, and created by, children.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Take responsibility for personal and professional development as critically reflective and

skilled Creative Arts educators.

Assessment tasks

- Online Provocations
- Analysing Arts Experiences

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- Recognise that art forms are products of culture both handed down to, and created by, children.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcome

- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

Changes from Previous Offering

One short in-class written response has been deleted.

Changes since First Published

Date	Description
23/07/2018	Added: ALL ASSESSMENT TASKS MUST BE SUBMITTED IN ORDER TO BE ELIGIBLE FOR A PASSING GRADE IN THIS UNIT