



# ECH 131

## The Arts in Children's Lives

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

#### Corequisites

#### Co-badged status

#### Unit description

This unit introduces the arts and their role in the lives of children from birth to twelve years. It explores children's aesthetic and expressive development in drama, dance, music and visual arts, and their use of the arts as symbol systems for making and communicating meaning. Students will gain practical and theoretical understanding, of making, presenting and appreciating in the creative arts. The role of community arts organizations and spaces such as 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 children's lives.

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.

## 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.

- Students should 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 personal backup. A link to *Turnitin* is embedded in iLearn. Students may use *Turnitin* 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.

**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.

Note: Failed assessments cannot be re-submitted as they are all double-marked as a part of the moderation process.

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.

### **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 Disruption to Studies policy and are submitted via [ask.mq.edu.au](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, and currently available at:

<https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). 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.

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

### **Academic Honesty Guidelines**

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in Perrin (2017) and on the university's library website at <https://libguides.mq.edu.au/referencing/APA> .

The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:

Perrin, R. (2017). Pocket guide to APA style (6th ed.). Boston, MA: Cengage Learning.

### **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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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
<u>Provocations</u>	60%	No	Ongoing throughout semester
<u>Critical Response</u>	40%	No	10th November 2019

### Provocations

Due: **Ongoing throughout semester**

Weighting: **60%**

3 x 500 words (+/- 10%).

**Submitted on Turnitin**

All answers are due by 11pm.

**Due:**

25th August

15th September

20th October

**Weight:** 3 x 20% - total 60%

There are four modules in the unit. Each module goes for three weeks and will have 3 lectures and three practical tutorials. After each of the first three modules you will complete the following Provocation task.

Part A: 150 words

This is a general question about knowledge gained from lectures and tutorials each week. In your answer you must refer to the lectures and tutorials for each week.

Part B: 350 words

For this section you will have a specific question that focuses on one of the Arts (Drama, Visual Arts, Music/Dance). In your answer you are required to refer to the three set readings and find one additional reading to support your writing.

Provocation questions can be found on iLearn.

Please Note: Part A and Part B should be submitted together in a single document to Turnitin.

**Marking Criteria for Online discussions.**

- Demonstrated ability to think and reflect critically on unit material
- Demonstrated ability to analyse and synthesise information
- Coherent and logical development of discussion/arguments
- Effective use of readings to support your discussion (Part B only)
- 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 children's lives.
- 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.

## Critical Response

Due: **10th November 2019**

Weighting: **40%**

You are required to attend one of the following arts events during the semester.

(Please note many arts events for children will occur during the September School holidays).

Choose one of the following options:

- a professional theatre, ballet or music performance for children.
- an art gallery or museum and view their events/workshops for children.
- an excursion or incursion at a Child Care Centre, Pre-school, or Primary school (this option is for students who may already be working in one of these settings).

Consider what you have observed in light of the following statement:

*Professional arts organisations provide opportunities for children to engage in the arts as both participants and audience. It is through these experiences that children engage in meaning-making, and demonstrate understanding, knowledge, and appreciation of the arts.*

In your critical response you should consider the following:

- Appropriateness of performance/event for young children
- How children were given the opportunity to develop and/or appreciate skills and knowledge in the artforms
- How children responded to the event/performance/workshop.

**Please note:** You are expected to use scholarly literature (books/articles) to support your writing. A minimum of 8 references is required.

A list of suggested performances, workshops and events are provided on iLearn

**Length:** 1,500 words (+/- 10%)

**Weight:** 40%

**Due:** 10/11/19 11.00pm.

**The marking rubric for this assessment tasks can be found on ilearn.**

### Marking Criteria for Investigative Arts Report

- Evidence of understanding unit content to analyse suitability of arts performance/



workshop for children

- Evidence of understanding the forms and elements of the arts that children experience in the arts event
- Evaluation of children's reactions and responses to the arts event
- Evidence of reading to support the preparation of your critical report
- Clarity of expression, correct spelling and APA 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 held in Mason Theatre. All lectures on Tuesdays 10-11

13 lectures

12 x 2 hr practical tutorials.

**Students are expected to attend no less than 80% of scheduled tutorials, otherwise you risk failing the unit for unsatisfactory attendance.**

**External Students**

Access to all lectures through Echo Recordings on iLearn.

Compulsory attendance at oncampus session 23rd - 24th September

**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 been 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.

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

Drama: Rm 145

Visual Arts: Rm 284

Music: Rm 292

### **Oncampus schedule Monday 23rd and Tuesday 24<sup>th</sup> September**

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

#### **Monday**

9.00 - 9.30 Introduction

9.30 - 11.30 Artform 1 workshop

11.30 - 12.00 Break

12.00 - 14.00 Artform 2 Workshop

14.00 - 14.30 Break

14.30 - 16.30 Artform 3

#### **Tuesday**

9.30 - 11.30 Artform 1 second workshop

11.30 - 12.00 Break

12.00 - 14.00 Artform 2 second workshop

14.00 - 14.30 Break

14.30 - 16.30 Artform 3 second workshop

16.30 - 16.45 Short Break

16.45 - 17.00 Final assignment discussion in Rm 292

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](http://pearson.com.au):

Printed text

Go to:

[www.pearson.com.au/9781442533547](http://www.pearson.com.au/9781442533547)

FREE DELIVERY

Or

Downloadable eBook of the full text

[www.pearson.com.au/9781442561991o](http://www.pearson.com.au/9781442561991o)

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

Further compulsory readings and recommended readings can be found on ilearn and accessed through Leganto.

## **Unit Schedule**

### **Schedule – Internal students**

**Lecture:** Tuesday 10.00 – 11.00 (14 Sir Christopher Ondaajte Ave – Mason Theatre)

## Workshops:

Week	Drama (Rm 145)					Visual Arts (Rm 284)					Music (Rm 292)				
Jul 29	01	04	07	10	13	02	05	08	11	14	03	06	09	12	15
Aug 5	03	06	09	12	15	01	04	07	10	13	02	05	08	11	14
Aug 12	02	05	08	11	14	03	06	09	12	15	01	04	07	10	13
Aug 19	01	04	07	10	13	02	05	08	11	14	03	06	09	12	15
Aug 26	03	06	09	12	15	01	04	07	10	13	02	05	08	11	14
Sep 2	02	05	08	11	14	03	06	09	12	15	01	04	07	10	13
Sep 9	01	04	07	10	13	02	05	08	11	14	03	06	09	12	15
Sep 16	MQ Recess														
Sep 23	MQ Recess														
Sep 30	03	06	09	12	15	01	04	07	10	13	02	05	08	11	14
Oct 7	02	05	08	11	14	03	06	09	12	15	01	04	07	10	13
Oct 14	01	04	07	10	13	02	05	08	11	14	03	06	09	12	15
Oct 21	03	06	09	12	15	01	04	07	10	13	02	05	08	11	14
Oct 28	02	05	08	11	14	03	06	09	12	15	01	04	07	10	13

Tues 11.00 – 13.00 Tutorial groups: 01, 02, 03

Tues 15.00 – 17.00 Tutorial groups: 04, 05, 06

Wed 10.00 – 12.00 Tutorial groups: 07, 08, 09

Wed 13.00 – 15.00 Tutorial groups: 10, 11, 12

Wed 16.00 – 18.00 Tutorial group: 13, 14, 15

## Lecture/Tutorial Outline

### Arts Module 1

## **Visual Arts**

Lecture 1: Introduction to visual arts in children's lives

Workshop 1: Drawing and line

## **Drama**

Lecture 1: Drama, creativity and learning

Workshop 1: Exploring the forms of drama

## **Music/Dance**

Lecture 1: The place of music and dance in children's lives.

Workshop 1: Engaging with music and dance

## **Arts Module 2**

### **Visual Arts**

Lecture 2: Children and the languages of visual arts

Workshop 2: Painting and colour

### **Drama**

Lecture 2: Children and adults taking on roles

Workshop 2: Process drama and drama strategies

### **Music/Dance**

Lecture 2: The elements and approaches to music with children

Workshop 2: Singing, moving, playing

## **Arts Module 3**

### **Visual Arts**

Lecture 3: Fostering children's creativity in the visual arts.

Workshop 3: Collage and shape

### **Drama**

Lecture 3: Playbuilding and story drama.

Workshop 3: Devising dramas for and with children

### **Music/Dance**

Lecture 3: Singing with children

Workshop 3: Songs and activities for children

## Arts Module 4

### Visual Arts

Lecture 4: Connecting with the works of others

Workshop 4: Sculpture and form

### Drama

Lecture 4: Pathways into drama and drama in the wider community

Workshop 4: Developing further skills in drama

### Music/Dance

Lecture 4: Dancing with children

Workshop 4: Creativity and the elements of dance

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

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

## Learning Skills

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

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

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

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- 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.

## **Assessment tasks**

- Provocations
- Critical Response

## **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 children's lives.
- 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.



## Assessment tasks

- Provocations
- Critical Response

## 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 children's lives.
- 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.

## Assessment tasks

- Provocations
- Critical Response

## 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 children's lives.
- 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.

## **Assessment tasks**

- Provocations
- Critical Response

## **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 children's lives.
- 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.

## Assessment tasks

- Provocations
- Critical Response

## 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 children's lives.
- 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.

## Assessment tasks

- Provocations
- Critical Response

## 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.

## Changes from Previous Offering

This is a new unit, offered for the first time in Semester 2, 2019

## Changes since First Published

Date	Description
29/07/ 2019	Details of staff has been amended due to last minute staffing changes.
25/07/ 2019	addition of another class in the schedule
21/07/ 2019	Some of the dates on the schedule were incorrect and have now been amended.