



ECED828

Creativity and the Arts: Contemporary Perspectives

S1 Online 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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29WW (X5B) Rm 263

By appointment

Lecturer

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Lecturer

Clare Britt

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29WW (X5B) Rm 290

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five) and (ECED602 or ECED819)] or [admission to MEChild or MEd or MEdLead or GradCertIndigenousEd or MIndigenousEd or MSpecEd or MSocEntre or GradCertEChild or GradCertEdS]

Corequisites

Co-badged status

Unit description

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

Important Academic Dates

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

Learning Outcomes

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

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

General Assessment Information

Assessment Presentation and Submission Guidelines

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 responsibility 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.

Please note:

- Students should regularly save a copy of all assignments before submission
- 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

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- 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.

Requesting a re-assessment 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-marked 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.

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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. |

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

Withdrawing from this Unit

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

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

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-------------------------------------|------------------|---------------|---------------|
| Reading journal | 40% | No | 31 March 2019 |
| Performance inquiry | 30% | No | 5 May 2019 |
| Applied task | 30% | No | 9 June 2019 |

Reading journal

Due: **31 March 2019**

Weighting: **40%**

The places and roles of the arts in young children’s lives can be conceptualised in many ways. It is essential for early childhood teachers to understand this variety and position children’s arts

learning opportunities appropriately.

For this assignment, you are required to critically analyse **four** recent/current journal articles or scholarly book chapters that pertain to children and the arts in early childhood, with a particular focus on **Music**.

For each article or chapter, you should:

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

Word count: 2500

On successful completion you will be able to:

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

Performance inquiry

Due: **5 May 2019**

Weighting: **30%**

For this task, you are required to attend a performance that has been designed for children. Examples include (but are not limited to) a concert or a children's theatre performance. Please note, it should be a professional performance with professional actors/musicians/dancers etc. To find appropriate performances, you could look in newspaper theatre directories, advertising from performance spaces, newspapers and other publications aimed at families and children, brochures in local libraries or community centres. For example, if you live in Sydney you might look at the The Sydney Opera House Kids at the House Program, Monkey Baa Theatre, Sydney's Child magazine or your local paper. Art galleries and museums often have live performances for children throughout the year. Other suggestions for performances and venues will be made via the unit iLearn site once everyone is enrolled. Please note that attending an exhibition at an art gallery or museum is inappropriate for this assessment task.

During your attendance, you should make notes that will later help you write your critique.

Remember that performances for children rarely focus on just one artform (e.g. drama, music, movement or visual arts by itself).

Your critique should:

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

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

Word count: 2000

On successful completion you will be able to:

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

Applied task

Due: **9 June 2019**

Weighting: **30%**

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

Option 1 - Learning experiences

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

1. Provide a brief (hypothetical) situational analysis that outlines the context of the birth- 5 years learning environment for which you have chosen to plan. You should consider things like data about the age(s) of the children, the physical environment, human and other resources, the philosophy of the Centre.
2. Select a work or series of works at the Museum of Contemporary Art (can include parts of the permanent MCA collection and/or online collection)*.
3. Explain why you have chosen this artwork/exhibition as a site for visual arts learning experiences for the children you have described above. You must include information about the elements and principles of art that will underpin the children's work around this exhibition and a précis of the artist(s), their work and techniques that will need to be incorporated into your proposed teaching and learning experiences.
4. Outline a series of up to five sequential visual arts learning experiences based on the artwork/exhibition. Remember that these are not full plans, but overviews of elements and principles,

content and the like. You do need to show how your proposed learning experiences will be guided by the Early Years Learning Framework.

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

Option 2 - Individual project

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

For this assignment, you need to prepare an expository text (one-sided argument) that argues for the use of art museums (specifying a current MCA exhibition) as sites for early childhood arts education.

Your essay should situate children fully and critically engaging in the arts as ways of making meaning with and for others. You should consider things like: literal and expressive symbolization; bodies of knowledge that underpin semiotic systems; the development of metalanguage, and the importance of aesthetically sensitive, critical thinkers.

Word count: 2000

On successful completion you will be able to:

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

Delivery and Resources

Lecture and Tutorial Times

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

Introduction and Overview Seminar - Online - 25 February

Music Seminars 25 Feb, 4 Mar, 11 Mar
 29 WW (X5B) Rm 292
 Mondays 11.00-1.00pm

Drama Seminars 18 Mar, 25 Mar, 1 Apr

29 WW (X5B) Rm 145

Mondays 11.00-1.00pm

Visual Arts Seminars Apr 8, Apr 29, May 6 (MCA visit)

29 WW (X5B) Rm 284

Mondays 11.00-1.00pm

Online students are required to view 10 lectures by streaming from iLearn, and complete the online activities for each module.

Textbooks and Study Materials

Prescribed text

Dinham, J. (2017). *It's arts play : Young children belonging, being and becoming through the arts*. Oxford University Press.

Additional resources

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

Althouse, R., Johnson, M. H. & Mitchell S. T. (2002) *The colors of learning*. New York: Teachers College Press

Baldwin, L., & Beauchamp. G. (2014). A study of teacher confidence in teaching music within the context of the introduction of the Foundation Phase (3–7 years) Statutory Education Programme in Wales. *British Journal of Music Education*, 31(1), 195–208

Barrett, M., Flynn, L. M., & Welch, G. (2018). Music value and participation: An Australian case study of music provision and support in Early Childhood Education. *Research Studies in Music Education*, doi: 10.1177/1321103X18773098

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

Bridges, D. (1994). *Music, young children and you*. Sydney: Hale and Iremonger.

Campbell, P. S. (1998). *Songs in their heads : music and its meaning in children's lives*. New York: Oxford University Press.

Craft, A., Jeffrey, B. & Liebling, M. (eds). *Creativity in education*. London: Continuum.

Davidson, J. (1996). *Emergent literacy and dramatic play in early childhood education*. Albany, NY: Delmar.

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. #

- Edwards, L. (2006). *The creative arts: A process approach for teachers and children*. Upper Saddle River, NJ: Pearson.
- Edwards, L. Bayless K.M. & Ramsey, M.E. (2005). *Music, a way of life for the young child* (5th ed.). New York: Merrill.
- Eisner, E. (2002). *The arts and the creation of mind*. New Haven, Ct: Yale University Press.
- Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw and sing their understanding of the world*. New York: Teachers College Press.
- Gandini, L., Hill, L., Cadwell, L. & Schwall, C. (Eds.). (2005). *In the spirit of the studio: Learning from the atelier of Reggio Emilia*. New York: Teachers College Press.
- Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York: Basic Books.
- Gardner, H. (1994). *The arts and human development*. New York: Basic Books.
- Hallam, S. (2016). The impact of actively making music on the intellectual, social and personal development of children and young people: A summary. In *Voices: A World Forum for Music*, 16(2).
- Hammett, C.T. (1992). *Movement activities for early childhood*. Champaign, Il: Human Kinetics.
- Hendy, L. & Toon, L. (2001). *Supporting drama and imaginative play in the early years*. Philadelphia, Pa: Open University Press.
- Isenberg, J. & Jalongo, M. (2001). *Creative expression and play in early childhood*. (3rd ed.). Upper Saddle River, NJ: Merrill.
- Joyce, M. (1993). *First steps in teaching creative dance to children* (3rd ed.). Mountainview, Ca: Mayfield.
- Kolbe, U. (2005). *It's not a bird yet: The drama of drawing*. Byron Bay: Peppinot Press.
- Kolbe, U. (2001). *Rapunzel's supermarket: All about young children and their art*. Sydney: Peppinot Press.
- Matthews, J. (1999). *The art of childhood and adolescence: The construction of meaning*. London: Falmer.
- Matthews, J. (2003). *Drawing and painting: Children and visual representation*. London: Hodder & Stoughton.
- Pointer, B. (1993). *Movement activities for children with learning difficulties*. London: Jessica Kingsley.
- Schiller, W. (Ed.) (1996). *Issues in expressive arts. Curriculum for early childhood*. Amsterdam: Gordon & Breach.
- Schiller, W. (Ed.) (2000). *Thinking through the arts*. Sydney: Harwood Educational Publishers.
- Shreeves, R. (1990). *Children dancing* (2nd ed.). London: Ward Lock International.
- Smith-Autard, J.M. (1992). *Dance composition: A practical guide for teachers*. London: A & C Black.

Spurgeon, D. (1991). *Dance moves*. Sydney: Harcourt, Brace, Jovanovich.

Stinson, W. (1990). (Ed.). *Moving and learning for the young child*. Reston, Va: American Alliance for Health, Physical Education, Recreation and Dance.

Toye, N. & Prendville, F. (2000). *Drama and traditional story for the early years*. London: Routledge.

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

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

Welch, G. F. (2006). The musical development and education of young children. In B. Spodek & O. N. Saracho (Eds.), *Handbook of research on the education of young children* (pp. 251-267). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Wright, S. (Ed.). (2012). *Children, meaning-making and the arts* (2nd ed.). Frenchs Forest, NSW: Pearson Australia.

Young, S. & Glover, J. (1998). *Music in the early years*. London: Falmer.

Young, S. (2003). *Music with the under fours*. London: Routledge Falmer.

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 (NJ)

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

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

Youth Theatre

Young Children

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

The iLearn site for this unit can be found by pointing your web browser to <http://ilearn.mq.edu.au>

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

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/ You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to *iLearn*.

Teaching and Learning Strategy

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

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

Presentation of written work

All work should be proof-read carefully prior to submission, be free of mechanical errors (e.g. spelling and grammatical inaccuracies) and prepared according to APA 6th style.

Unit Schedule

| | |
|---------------|---|
| <p>Feb 25</p> | <p>Unit overview - Online</p> <p>What constitutes the arts in early childhood?</p> <p>The nature of creativity</p> <p>The arts as symbol systems</p> <p>Arts literacies</p> <p>Bodies of knowledge</p> <p>The importance of metalanguage</p> <p>Music - Seminar 1</p> <p>Musicking in early childhood</p> <p>Musical elements</p> <p>Repertoire (birth-3 yrs)</p> |
| <p>Mar 4</p> | <p>Music - Seminar 2</p> <p>Musical development</p> <p>Generative approaches to planning</p> <p>Repertoire (3-5yrs)</p> |
| <p>Mar 11</p> | <p>Music - Seminar 3</p> <p>Approaches to planning and authentic assessment</p> <p>Children's voices in assessment</p> <p>Effort actions and embodied symbols</p> |
| <p>Mar 18</p> | <p>Drama - Seminar 1</p> <p>Forms and conventions of drama</p> <p>Dramatic play in early childhood</p> |
| <p>Mar 25</p> | <p>Drama - Seminar 2</p> <p>Teachers and children working in role: process drama (how to plan, structure, question in and out of role, and incorporate elements of drama)</p> |
| <p>Apr 1</p> | <p>Drama - Seminar 3</p> <p>Pathways into drama: Finding the pretext</p> <p>Using literature in drama</p> |

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| Apr 8 | <p>Visual Arts - Seminar 1</p> <p>Ways of knowing – disrupting dichotomies</p> <p>Histories and Tensions in visual arts education</p> <p>Image(s) of the child in teaching in the visual arts</p> <p>Aesthetics and connecting with the world</p> <p>Elements and Principles – the metalanguage of the visual arts</p> <p>Doing, Understanding and Appreciating – seeking complexity and connection</p> |
| Apr 29 | <p>Visual Arts - Seminar 2</p> <p>Graphic Languages & Symbolic Meaning Making</p> <p>The languages of</p> <ul style="list-style-type: none">• Drawing• Painting• Clay• Collage• Sculpture• Wire• New Media <p>Co-construction, Community and Collaborative works</p> <p>Questions of Creativity</p> <p>The Role of the Teacher</p> <p>The Environment</p> <p>Resources and Materials</p> <p>Time</p> <p>Assessment and Evaluation</p> <p>Fostering Connections</p> <ul style="list-style-type: none">• With cultures• With communities• With art worlds |
| May 6 | <p>Visual Arts - Seminar or MCA visit</p> |

Learning and Teaching Activities

Online activities

Students enrolled in online study only are expected to actively engage with and participate in the online activities that have been created for each arts module. These activities are designed to correspond with the face-to-face classes that internal students complete. Students who do not contribute online may jeopardise their capacity to be awarded a Passing grade in this unit.

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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

PG - Capable of Professional and Personal Judgment and Initiative

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Performance inquiry
- Applied task

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Reading journal
- Performance inquiry
- Applied task

PG - Research and Problem Solving Capability

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

This graduate capability is supported by:

Learning outcomes

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

PG - Effective Communication

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

This graduate capability is supported by:

Learning outcome

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

Assessment task

- Applied task

PG - Engaged and Responsible, Active and Ethical Citizens

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

This graduate capability is supported by:

Learning outcome

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

Changes from Previous Offering

Assignment 1 now has a focus on Music in Early Childhood.