



EDSX8209

Teaching The Arts

Session 2, Fully online/virtual 2021

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	12
<u>Policies and Procedures</u>	12
<u>Changes from Previous Offering</u>	14
<u>The 5Rs Framework</u>	14

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Unit Convenor, Music and Dance

Sarah Powell

sarah.powell@mq.edu.au

Contact via iLearn Dialogue

29WW Rm 268

By appointment

Drama tutor

Catherine Martin

catherine.martin@mq.edu.au

Contact via iLearn Dialogue

By appointment

Credit points

10

Prerequisites

Corequisites

EDSX8200 or ECHX6030

Co-badged status

Unit description

This unit is designed to provide students with the knowledge, skills and understandings necessary to implement The Arts in Early Childhood and K-6 contexts. Students will investigate current specialist pedagogies as a basis for developing personal approaches to the provision of early childhood arts education. Lectures and workshops will guide students through theoretical and practical approaches to arts pedagogies in dance, drama, music, and visual arts, developing appropriate teaching and assessment strategies. Students will examine approaches to integrating The Arts across other key learning areas. This unit focuses on the pivotal role of The Arts in the lives of children. Students are provided with 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 education and allied fields. Students will also explore the role of community and professional arts organisations, such as museums, galleries, and performing arts companies, in providing opportunities for children to gain experience and appreciation of the art forms.

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:

- ULO1:** Critically analyse and develop an appreciation of the expert body of knowledge skills and understandings in each of the four art form areas.
- ULO2:** Analyse and apply knowledge of research-based pedagogies associated with the learning and teaching of The Arts in Early Childhood and K-6 settings.
- ULO3:** Apply skills and technical understanding of The Arts in the making of their own creative works.
- ULO4:** Critically reflect on materials, resources and repertoire that underpin creative arts learning within the context of cultural traditions in each art form.
- ULO5:** Demonstrate specialist expertise in planning integrated creative arts learning/ lesson sequences, aligned with curriculum outcomes for The Arts and other Key Learning Areas in Early Childhood and K-6 contexts.
- ULO6:** Synthesise unit content and research to formulate and articulate evidence-based personal and professional perspectives on the pivotal role of The Arts in education.

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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
Creative performance	30%	No	23.59 22/08/2021
Independent Arts investigation	30%	No	23.59 26/09/2021
Planning for authentic integrated arts learning	40%	No	23.59 07/11/2021

Creative performance

Assessment Type ¹: Performance

Indicative Time on Task ²: 30 hours

Due: **23.59 22/08/2021**

Weighting: **30%**

Prepare and present an original piece appropriate for performance by children in either Stage 2 or 3, based on a Key Learning Area other than the Creative Arts, eg, History, Science, PDHPE.
Word count: N/A.

On successful completion you will be able to:

- Apply skills and technical understanding of The Arts in the making of their own creative works.
- Demonstrate specialist expertise in planning integrated creative arts learning/lesson sequences, aligned with curriculum outcomes for The Arts and other Key Learning Areas in Early Childhood and K-6 contexts.
- Synthesise unit content and research to formulate and articulate evidence-based personal and professional perspectives on the pivotal role of The Arts in education.

Independent Arts investigation

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **23.59 26/09/2021**

Weighting: **30%**

A critical analysis and reflection on the significance of the opportunities provided by professional arts organisations for primary aged children. 1500 words.

On successful completion you will be able to:

- Critically analyse and develop an appreciation of the expert body of knowledge skills and understandings in each of the four art form areas.
- Analyse and apply knowledge of research-based pedagogies associated with the learning and teaching of The Arts in Early Childhood and K-6 settings.
- Critically reflect on materials, resources and repertoire that underpin creative arts learning within the context of cultural traditions in each art form.
- Synthesise unit content and research to formulate and articulate evidence-based personal and professional perspectives on the pivotal role of The Arts in education.

Planning for authentic integrated arts learning

Assessment Type ¹: Programming Task

Indicative Time on Task ²: 30 hours

Due: **23.59 07/11/2021**

Weighting: **40%**

A summary of four sequential learning experiences in the Visual Arts integrated with other art forms. 2000 words.

On successful completion you will be able to:

- Critically analyse and develop an appreciation of the expert body of knowledge skills and understandings in each of the four art form areas.
- Analyse and apply knowledge of research-based pedagogies associated with the learning and teaching of The Arts in Early Childhood and K-6 settings.
- Apply skills and technical understanding of The Arts in the making of their own creative works.
- Critically reflect on materials, resources and repertoire that underpin creative arts learning within the context of cultural traditions in each art form.
- Demonstrate specialist expertise in planning integrated creative arts learning/lesson sequences, aligned with curriculum outcomes for The Arts and other Key Learning Areas in Early Childhood and K-6 contexts.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required text/s

S. Wright (Ed.), *Children, meaning-making and the arts* (2nd ed., pp. 1-29). Frenchs Forest: Pearson.

AND/OR

Dinham, J. & Chalk, B. (2018). *It's Arts play: Young children belonging, being and becoming through the Arts*. Melbourne: Oxford University Press.

Recommended Readings

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

Bell, D. (2010). Five reasons to take young children to the art gallery and five things to do when you are there [online]. *Australian Art Education*, 33(2), 87-111.

Board of Studies, NSW. (2006). *Creative Arts K-6 Syllabus*. Sydney: Board of Studies NSW.

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

Commonwealth of Australia. (2009). *Becoming, being, and belonging: The Early Years Learning Framework (EYLF)*. Australia: Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

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.

Dinham, J. & Chalk, B. (2018). *It's Arts play: Young children belonging, being and becoming through the Arts*. Melbourne: Oxford University Press.

Dunn, J. (2016). Demystifying process drama: Exploring the why, what and how. *NJ* 40(2), 127-140.

Edwards, L. (2006). *The creative arts: A process approach for teachers and children*. Upper Saddle River, NJ: Pearson.

Edwards, L. (2012). *Music and movement: A way of life for the young child* (7th ed.). Pearson.

Edwards, L. Bayless K.M. & Ramsey, M.E. (2005). *Music, a way of life for the young child* (5th ed.). New York: Merrill.

Ewing, R. & Saunders, J.N. (2016). *The school drama book: Drama, literature and literacy in the creative classroom*. Currency Press.

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).

Heathcote, D. & Herbert, P. (1985). A drama of learning: Mantle of the expert. *Theory into practice*, 24(3), 173-180.

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

McArdle, F. (2012). The visual arts: Ways of seeing. In S.Wright (Ed.), *Children, Meaning-Making*

and the Arts (pp.30-56). Pearson Australia.

McGregor, D. (2012). Dramatising Science Learning: Findings from a pilot study to re-invigorate elementary science pedagogy for five- to seven-year olds, *International Journal of Science Education*, 34(8), 1145-1165, doi: [10.1080/09500693.2012.660751](https://doi.org/10.1080/09500693.2012.660751)

Nicholas, H. & Ng, W. (2008) Blending creativity, science and drama. *Gifted and Talented International*, 23(1,) 51-60, doi: [10.1080/15332276.2008.11673512](https://doi.org/10.1080/15332276.2008.11673512)

Powell, S.J. (2019). Singing with young children: Empowering early childhood teachers to sing Orff-style. *Musicworks: Journal of the Australian Council of Orff Schulwerk*. 24, 23-30

Smith-Autard, J.M. (2001). *The art of dance in education*. London: A. & C. Black.

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*. Available at: <https://www.reggiochildren.it/en/publishing/children-art-artists/>

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.

Wells, T. & Sandretto, S. (2017). "I'm on a journey I never thought I'd be on": Using process drama pedagogy for the literacy programme. *Pedagogies: An International Journal*, 12(2), 180-195.

Recommended 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.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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.

Unit Schedule

Students will work through THREE modules in each art form as outline below. See iLearn for further details.

Module	Content
Music & Dance	Week 1: The elements of music & dance Week 2: Approaches to music & dance pedagogy Week 3: The place of singing & movement with children
Drama	Week 1: All the world's a stage: Drama for children in school and out Week 2: Creating Drama: exploring, learning, devising, scripting Week 3: Stepping into Drama: Starting points and taking roles
Visual Arts	Week 1: Visual Arts with children – the elements Week 2: Programming, sequencing and integrating artmaking Week 3: Art appreciation and responding to visual artworks

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Unit Expectations

- Students are expected to read weekly readings before completing tasks
- Students are expected to listen/attend weekly lectures before completing tasks

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

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

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

Changes from Previous Offering

This unit is now shared across the following courses: Master of Teaching (Primary) and Master of Teaching (Birth to Five Years)

The 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your

teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient

Teachers need to manage uncertain and complex issues and unexpected events when they arise in their career. We know teaching is challenging and demanding, however, it has been observed that teachers who thrive are able to draw on their personal resources and the social and structural supports around them.

This unit provides opportunities for students to collaborate and negotiate different perspectives and roles in a creative group task. Learning outside comfort zones and engaging in potentially unfamiliar Creative Arts experiences and learning might be daunting and challenging and this unit gives students a safe space to navigate this alongside peers.

Reflexive

Teaching is about understanding multiple and changing ecologies of learning: individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculum, research evidence, school culture, parental expectations, community demographics and needs, expectations of the profession, and government policy. Teachers must recognise and mediate these elements in their career, along with their own motivations and priorities, to make effective and impactful decisions that ensure quality student outcomes every day.

This unit engages students in planning learning experiences in the Creative Arts for a specific context, child and/or group of children in a school or prior-to-school setting. Students plan purposefully for the identified needs and interests of the children in the chosen context.

Responsive

Teaching is a relational profession: great teachers make deep connections with students, parents and communities. Most of us remember a great teacher we had at school: not because of the content they taught, but because they were inspiring; because of the connection they made with us, their interest in us as an individual, their care for our wellbeing and success.

This unit encourages students to collaborate and create meaningful learning experiences that are connected to children and their contexts.

Ready to learn

When teachers graduate from university they are not at the end of their learning journey, but at the beginning. Ongoing pursuit of learning is a mark of a quality teaching profession. There are always new challenges to deal with and new ideas to try. However, in practice, learning needs are not a one size fits all affair. Teachers need to identify their own learning needs for their context and they can pursue that learning to achieve great outcomes for all students.

This unit challenges students in workshops and assessments to step outside their comfort zone and embrace new learning and develop their confidence and skill in music, dance, drama, and visual arts.

Research engaged

Effective teachers base their practice on evidence. This evidence can come from their own research in the classroom and from the latest academic research in specialised areas of learning, teaching, motivation, cognition, curriculum, technologies and spaces to name a few. Understanding data is important so that it can be analysed and woven back into practice.

This unit requires students to engage with relevant, recent, and quality research literature through their assessment tasks, lectures, and prescribed readings.