



# ECHE3190

## The Arts in Education

Session 1, In person-scheduled-infrequent, North Ryde 2022

*Macquarie School of Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor; Music and Dance tutor

Sarah Powell

[sarah.powell@mq.edu.au](mailto:sarah.powell@mq.edu.au)

Contact via Via Dialogue

29WW Room 268

By appointment

Drama tutor

Catherine Martin

[catherine.martin@mq.edu.au](mailto:catherine.martin@mq.edu.au)

Visual Arts tutor

TBA

Credit points

10

Prerequisites

(130cp at 1000 level or above) including (ECH131 or ECHE1310 or ECH129)

Corequisites

Co-badged status

Unit description

This unit is designed to provide students with the knowledge, understandings and skills necessary to implement the creative arts syllabus in the K-6 context and prior-to-school settings. Lectures and workshops will guide students through making, performing and appreciating in music, visual arts, drama and dance and developing appropriate teaching and assessment strategies. Students will examine approaches to integrating the creative arts across other key learning areas.

## Important Academic Dates

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

## Learning Outcomes

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

**ULO1:** Demonstrate knowledge, skills and understandings in each of the four art form

areas.

**ULO2:** Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.

**ULO3:** Make their own creative works in each of the arts disciplines and appreciate their works and those of others.

**ULO4:** Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.

**ULO5:** Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings.

**ULO6:** Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework.

**ULO7:** Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## **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 the correct file has been uploaded, that their submission has been successful, and that it 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.

**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
<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.

*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.m>

[q.edu.au](http://q.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](#).

- 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assignment 1 Part A: Group Creative Task</a>	30%	No	23.59 08/05/2022

Name	Weighting	Hurdle	Due
<a href="#">Assignment 1: Part B Reflection</a>	20%	No	23.59 08/05/2022
<a href="#">Assessment Task 2: Planning for and with the Creative Arts</a>	50%	No	23.59 29/05/2022

## Assignment 1 Part A: Group Creative Task

Assessment Type [1](#): Creative work

Indicative Time on Task [2](#): 30 hours

Due: **23.59 08/05/2022**

Weighting: **30%**

Create and present an original piece for performance by children in either Stage 1, 2 or 3. 5 minute. (5 minute recorded performance and 15 page dramatic script).

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## Assignment 1: Part B Reflection

Assessment Type [1](#): Reflective Writing

Indicative Time on Task [2](#): 20 hours

Due: **23.59 08/05/2022**

Weighting: **20%**

Write a reflective report about the process undertaken in Part A. 500 words.

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## Assessment Task 2: Planning for and with the Creative Arts

Assessment Type <sup>1</sup>: Programming Task

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23.59 29/05/2022**

Weighting: **50%**

Provide a summary of sequential learning experiences in the Visual Arts integrated with the other Creative Arts (Dance, Drama, Music). 2000 words.

On successful completion you will be able to:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in 0-12 settings.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Plan, implement, and evaluate learning/lesson sequences based on curriculum outcomes in the Creative Arts for 0-5 and K-6 Educational settings.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas/learning outcomes in the Primary school/ Early Years Learning Framework.

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<sup>1</sup> 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.

<sup>2</sup> 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

Dinham, J. (2020). *Delivering authentic arts education (4th ed.)*. Cengage Learning.

### Recommended Text

Roy, D., Baker, W., & Hamilton, A. (2019). *Teaching the arts: Early Childhood and primary education (3rd ed.)*. Cambridge University Press.

### 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 necessary for all students. Important assessment information will be posted here, as will other relevant unit announcements and materials.

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.

### 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](https://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 independently on activities posted on iLearn and will work in a group for Assessment Task 1 (see iLearn for details).

Students will attend **two** on campus days (in person):

- On Campus Day 1 - Saturday 23rd April 9am - 3pm
- On Campus Day 2 - Saturday 30th April 9am - 3pm

## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and

courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

### **School of Education Procedures**

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

### **Attendance for undergraduate units**

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

## **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.

Experiences outside comfort zones and engaging in potentially unfamiliar Creative Arts learning might be daunting and challenging and this unit gives students a safe space to navigate this alongside peers and build confidence and resilience.

### **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.