



# EDST8209

## Teaching The Arts

Session 2, 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/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)  
Contact via via Dialogue  
N/A  
By appointment

Visual Arts tutor  
Lucy Barker  
[lucy.barker@mq.edu.au](mailto:lucy.barker@mq.edu.au)  
Contact via via Dialogue  
TBA  
By appointment

Drama tutor  
Rebecca Jones  
Contact via via Dialogue  
N/A  
By appointment

Credit points  
10

Prerequisites

Corequisites  
EDST8200 or ECHE6030

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 context. 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 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.
- 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.
- Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

## **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
<a href="#">Planning for authentic integrated arts learning</a>	40%	No	23.55 18/09/2022
<a href="#">Group Creative Task and Reflection</a>	60%	No	Perform: 12.00 31/10/2022; Reflection: 23.55 06/11/2022

### Planning for authentic integrated arts learning

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

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **23.55 18/09/2022**

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.

## Group Creative Task and Reflection

Assessment Type <sup>1</sup>: Creative work

Indicative Time on Task <sup>2</sup>: 45 hours

Due: **Perform: 12.00 31/10/2022; Reflection: 23.55 06/11/2022**

Weighting: **60%**

Part A - 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: script 15 pages. (40%)

Part B - Write an individual reflection about the group task. (20%) 500 words.

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.

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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 and recommended texts

Please see iLearn for further readings, accessible through Leganto.

For **Master of Teaching (Birth to five years)** students:

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.

For **Master of Teaching (Primary)** students:

Dinham, J. (2017). *Delivering authentic arts education (3rd Edition)*. South Melbourne: Cengage. [or new 4th edition].

### **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.

### **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](http://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.

## Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/>

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

## Unit Schedule

For student enrolled in weekly attendance mode classes are scheduled for:

**Mondays 12pm - 2pm**

For students enrolled in infrequent mode TWO on campus sessions are scheduled for:

Day 1: **Saturday 6th August 9am - 3pm**

Day 2: **Saturday 24th September 9am - 3pm**

Students will work through THREE modules in each art form as outline below. See iLearn for schedule and 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
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
Drama	Week 1: All the world's a stage: Drama for children Week 2: Creating Drama: Exploring, learning, devising, scripting Week 3: Stepping into Drama: Starting points and taking roles

## 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.

### Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by [General Coursework Rules](#), and the [Academic Progression Policy](#) and is supported by the [Inherent Requirements Framework](#). It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

### **Attendance for Master of Teaching (Primary and Secondary) units**

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during weekly tutorials or 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. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### **Unit Expectations**

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

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

### **Electronic Communication**

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

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

### **External Students**

- Information about the dates if the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/>
- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## **5Rs Learning 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.