



EDSX8209

Teaching The Arts

Session 2, Online-flexible 2022

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Sarah Powell

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Contact via via Dialogue

29WW Rom 268

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 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.

Alternate Assessment Task 2

OUA students have the option of completing a different task to EDST8209 students. This task is an individual written task. Please see iLearn for details.

Assessment Tasks

Name	Weighting	Hurdle	Due
Planning for authentic integrated arts learning	40%	No	23.55 18/09/2022

Name	Weighting	Hurdle	Due
Creative performance	60%	No	OR Alternate task due 23.55 6/11/2022

Planning for authentic integrated arts learning

Assessment Type ¹: Programming Task

Indicative Time on Task ²: 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.

Creative performance

Assessment Type ¹: Performance

Indicative Time on Task ²: 45 hours

Due: **OR Alternate task due 23.55 6/11/2022**

Weighting: **60%**

Part A - Prepare and present an original piece appropriate for performance by children based on a Key Learning Area other than the Creative Arts, eg, History, Science, PDHPE. (40%). Word count: script 15 pages.

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.

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 and recommended texts

Please see iLearn for further readings, accessible through Leganto.

Wright, S. (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.

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.

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.

Structure

This unit is online and students are expected to work independently through the activities on iLearn.

Unit Schedule

Please see iLearn for independent online activities.

Please see iLearn for the option of an alternate Assessment Task 2.

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 or if you are a Global MBA student contact 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/.

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.

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

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.

