



# EDST8209

## Teaching The Arts

Session 2, In person-scheduled-weekday, North Ryde 2023

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor; Music/Dance

Dr Sarah Powell

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

Contact via via Dialogue

29WW Room 268

By appointment

Visual Arts

Lucy Barker

[lucy.barker@mq.edu.au](mailto:lucy.barker@mq.edu.au)

Contact via via Dialogue

By appointment

Drama

Catherine Martin

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

Contact via via Dialogue

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

- Students should be aware of and apply the University policy on academic honesty (see:

<https://policies.mq.edu.au/document/view.php?id=3>)

- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## 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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 your course progression.

## 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Creative Arts literature review</a>	40%	No	23:55 20/08/2023
<a href="#">Planning for authentic integrated arts learning</a>	40%	No	23:55 01/10/2023
<a href="#">In class participation activities</a>	20%	No	Ongoing

### Creative Arts literature review

Assessment Type <sup>1</sup>: Literature review

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

Due: **23:55 20/08/2023**

Weighting: **40%**

Review scholarly works for each artform about the impact of Creative Arts learning in Early Childhood and Primary School. 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.
- 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 <sup>1</sup>: Programming Task

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

Due: **23:55 01/10/2023**

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.

## In class participation activities

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **Ongoing**

Weighting: **20%**

A series of activities completed in class time demonstrating practical creative Arts skills.

On successful completion you will be able to:

- 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.

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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 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.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Please check the



iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

### 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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: [help.mq.edu.au](mailto:help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

### Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/>

Weekday tutorial groups will complete 3 weeks each in Music/Dance, Drama, and Visual Arts. See iLearn for the schedule of tutorials, including locations and rotations.

Infrequent students will attend two on campus days.

## Unit Schedule

See iLearn for the schedule of tutorials, including locations and rotations.

**DAY** students will attend ONE 2-hour tutorial per week. Classes are scheduled **Tuesdays 10.00 - 12.00**.

[Tutorial groups will complete 3 weeks each in Music/Dance, Drama, and Visual Arts].

**INFR** students will attend TWO On Campus Days:

**Day 1:** Saturday 5th August (9am - 4pm)

**Day 2:** Saturday 23rd September (9am - 4pm)

## 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](http://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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## 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 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 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.

### 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

### Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

- 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.
- Further specific details and any updates about times and locations will be posted on

iLearn as an Announcement during first half of the semester.

### Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

## Changes from Previous Offering

In class participation activities have been added and form part of Assessment.

## 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 creative group classwork. 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.

