



# ECHE1310

## The Arts in Children's Lives

Session 2, In person-scheduled-weekday, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor / Drama Tutor

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By appointment

Music and Dance Tutor

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Visual Arts Tutor (Weekday)

Lucy Barker

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Contact via via Convenor

By appointment

Visual Arts Tutor (Infrequent)

Lisa McKimmie

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Contact via via Convenor

By appointment

Credit points

10

Prerequisites

Corequisites

Co-badged status

### Unit description

This unit introduces the arts and their role in the lives of children from birth to twelve years. It explores children's aesthetic and expressive development in drama, dance, music and visual arts, and their use of the arts as symbol systems for making and communicating meaning. Students will gain practical and theoretical understanding, of making, presenting and appreciating in the creative arts. The role of community arts organisations and spaces such as museums, galleries, performing arts in providing opportunities for children to gain experience in appreciation of the art forms is explored.

## 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 theoretical understanding of the role and value of the arts in early childhood.
- ULO2:** Recognise that art forms are products of culture both handed down to, and created by, children.
- ULO3:** Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- ULO4:** Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- ULO5:** Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- ULO6:** Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- ULO7:** Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## 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.
- The use of **Artificial Intelligence** is prohibited in this unit.

## 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 (PEX) 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.

### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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.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 <https://ask.mq.edu.au>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">In class participation activities</a>	20%	No	Ongoing
<a href="#">Assessment Task 1: Creativity &amp; the Arts</a>	40%	No	23:55 25/8/2024

Name	Weighting	Hurdle	Due
<a href="#">Assessment Task 2: Reading journal</a>	40%	No	23:55 20/10/2024

## 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 during class time in Dance, Drama, Music, and Visual Arts that demonstrate practical skill.

On successful completion you will be able to:

- Demonstrate theoretical understanding of the role and value of the arts in early childhood.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## Assessment Task 1: Creativity & the Arts

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 42 hours

Due: **23:55 25/8/2024**

Weighting: **40%**

An essay discussing creativity and how engaging children in Creative Arts experiences contributes to their creativity and learning (1500 words).

On successful completion you will be able to:

- Demonstrate theoretical understanding of the role and value of the arts in early

childhood.

- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## Assessment Task 2: Reading journal

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

Indicative Time on Task <sup>2</sup>: 43 hours

Due: **23:55 20/10/2024**

Weighting: **40%**

Provide an overview and critical discussion of four research articles related to engaging children in Creative Arts learning. 1500 words.

On successful completion you will be able to:

- Recognise that art forms are products of culture both handed down to, and created by, children.
- Recognise that the child's experiences of art making cultures begin with the family and broadens to encompass school and community cultures.
- Demonstrate an understanding of the development of children's creativity, artistic awareness and skills in music, visual arts, drama and dance.
- Develop knowledge, skills and understandings in each of the four art form areas by engaging in practical experiences in making, performing and appreciating their own creative works.
- Recognise the importance and influence of the learning environment on children's play, their aesthetic development and exploration of art materials.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

<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

Wright, S. (ed.). (2012). *Children, Meaning-making, and the Arts (2nd ed.)*. Pearson.

Please see Leganto (accessible via iLearn) for further recommended readings and readings associated with Assessment Tasks.

### 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 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.

### 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 4 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. [Tutorial groups will complete 4 weeks each in Music/Dance, Drama, and Visual Arts].

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

**Day 1:** Monday 16th September (9am - 4pm)

**Day 2:** Tuesday 17th 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](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 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 undergraduate units

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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

### Use of Artificial Intelligence

The use of Artificial Intelligence is prohibited in this unit.

### Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.

- 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**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

### **Fitness to practice requirements**

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate 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 or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## **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.

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Unit information based on version 2024.01R of the [Handbook](#)