# ECH 319
The Arts in Education

S1 External 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Clare Britt
clare.britt@mq.edu.au
Contact via clare.britt@mq.edu.au

Credit points
3

Prerequisites
39cp including (ECH131 or ECH129)

Corequisites

Co-badged status

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

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Demonstrate knowledge, skills and understandings in each of the four art form areas.
2. Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
3. Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
4. Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
5. Plan, implement, and evaluate lesson sequences based on curriculum outcomes in the Creative Arts.
6. Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.

7. Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

## Assessment Tasks

<table>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Visual arts programming task</td>
<td>30%</td>
<td>From Fri 23rd March</td>
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<tr>
<td>Performance project</td>
<td>40%</td>
<td>From 8th April</td>
</tr>
<tr>
<td>Two short responses</td>
<td>30%</td>
<td>From Fri 23rd March</td>
</tr>
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### Visual arts programming task

**Due:** From Fri 23rd March  
**Weighting:** 30%

For this assessment item, you are to provide a summary of a sequence of 4 learning experiences in the visual arts (Drawing, Painting, Collage, or other artforms mentioned in class such as photography, site-specific installations) for either Early Stage 1 or Stage 1 of the K-6 Visual Arts Syllabus. You should focus on introducing children to the work of a well-known artist as way of exploring techniques and the elements of visual arts such as colour, line, shape, pattern and form. You will also consider appropriate art materials and media to use in the classroom. The learning experiences should also provide explicit links to one or more of the K-6 Key Learning Areas.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the learning and teaching of each arts discipline in K-6 settings.
- Make their own creative works in each of the arts disciplines and appreciate their works and those of others.
- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
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### Performance project

**Due:** From 8th April
Weighting: **40%**

**Part A:**

In small groups (set in week 1), you need to prepare an original piece appropriate for performance by children in either Stage 2 or 3. You should choose a topic area from a Key Learning Area other than the Creative Arts. Using a playbuilding structure, you will incorporate elements of more than one artform into a 5 minute performance that addresses key features of the content issues of the chosen topic. Multimedia technology can also be included.

**Part B:**

You are required to write a report reflecting on another group's performance overall, with a focus on identifying the forms, conventions and elements of each art form (as appropriate) and the experience and success (or otherwise) of the audience experience of this group's performance. Please note your report should address the performance of the group as a whole and should not focus on just one group member. It is expected that you will refer to the NSW Creative Arts K-6 Syllabus in your reflection.

This Assessment Task relates to the following Learning Outcomes:

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- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.
- Take responsibility for personal and professional development as critically reflective and skilled Creative Arts educators.

**Two short responses**

**Due:** From Fri 23rd March  
**Weighting:** 30%

For this assessment task you are required to submit two short responses related to the content and unit readings from the Music, Movement and Drama modules of ECH 319. There will be questions or focus topics for your responses set out in iLearn, under the heading **Assessment.**

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
- Demonstrate knowledge of the major research-based pedagogies associated with the
learning and teaching of each arts discipline in K-6 settings.

- Demonstrate a developing knowledge of materials, resources and repertoire in each art form which reflects a range of cultural traditions.
- Demonstrate an understanding of the relationship of the Creative Arts to other Key Learning Areas.

**Delivery and Resources**

**Delivery and Resources**

ECH319 has been revised in response to student feedback. In particular, the timing and weighting of assessment items have been altered. You are not required to attend lectures in person. All lectures will be recorded and made available to all students via iLearn. All lectures will be available as video clips, so that the presentation slides will be timed to fit with the audio. In many cases, handouts of the slides will be available for download as well. This means that you can plan when and where to watch the lectures, rather than being tied down to a definite time each week. The teaching team is keen to ensure that everyone has access to appropriate expertise in each artform. Consequently, staff will share teaching, meaning that you will spend tutorial time with each staff member across the semester.

**Technology Used and Required**

Assignments are to be submitted through Turnitin on iLearn, lectures are available to stream or download on iLearn. Students will therefore need access to a computer and internet.

**Classes**

**Internal Students**

Internal students are required to participate in 23 1hr lectures within iLearn, 9 2hr tutorials and independent learning activities over the semester.

The timetable for classes can be found on the University website at http://timetables.mq.edu.au

**External Students**

External students are required to participate in 23 1hr lectures within iLearn, two mandatory whole day on-campus sessions (on Saturday 23rd March 2013 and Saturday 4th May 2013) and independent learning activities.

**Textbooks and study materials**

**Prescribed Text**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops: [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide
appropriate help with any issues that arise during their studies.

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**Graduate Capabilities**

**Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate knowledge, skills and understandings in each of the four art form areas.
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**Assessment tasks**

- Visual arts programming task
- Performance project
- Two short responses
Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

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