ECED828
Creativity and the Arts: Contemporary Perspectives
S1 Day 2013
Institute of Early Childhood

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## General Information

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<th>Unit convenor and teaching staff</th>
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<tr>
<td>Lecturer (Visual Arts)</td>
<td>Clare Britt</td>
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<tr>
<td></td>
<td><a href="mailto:clare.britt@mq.edu.au">clare.britt@mq.edu.au</a></td>
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<td>Contact via <a href="mailto:clare.britt@mq.edu.au">clare.britt@mq.edu.au</a></td>
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<tr>
<td>Lecturer (Drama)</td>
<td>Jenny Nicholls</td>
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<td><a href="mailto:jenny.nicholls@mq.edu.au">jenny.nicholls@mq.edu.au</a></td>
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<td>Contact via <a href="mailto:jenny.nicholls@mq.edu.au">jenny.nicholls@mq.edu.au</a></td>
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<tr>
<td>Unit Convenor</td>
<td>Peter Whiteman</td>
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<td></td>
<td><a href="mailto:peter.whiteman@mq.edu.au">peter.whiteman@mq.edu.au</a></td>
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<td>Contact via <a href="mailto:peter.whiteman@mq.edu.au">peter.whiteman@mq.edu.au</a></td>
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<td>Credit points</td>
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<td>Prerequisites</td>
<td>((ECED600 or ECED817) and (ECED602 or ECED819)) or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd</td>
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### Unit description

This unit focuses on the pivotal role of the arts in early childhood and enhances students' capacity to use diverse resources that underpin high quality arts education, particularly in the domains of music and movement, visual arts, and drama in integrative ways. It provides a forum through which to critique issues in arts education, by reflecting and synthesising a specialist body of knowledge focused on early childhood. Students will investigate current research and specialist practice to deepen and consolidate their perspectives on creating innovative approaches when directing arts experiences with young children.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)
Learning Outcomes

1. demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood
2. demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds
3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood
4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

Assessment Tasks

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<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Children's Musics</td>
<td>25%</td>
<td>29 March 2013</td>
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<tr>
<td>Critique</td>
<td>35%</td>
<td>22 April 2013</td>
</tr>
<tr>
<td>Planning</td>
<td>40%</td>
<td>24 May 2013</td>
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</tbody>
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Children's Musics
Due: 29 March 2013
Weighting: 25%

For this task, you are required to critically analyse at least two published articles relating to early childhood music education. Your chosen articles should come from a peer reviewed journal/s and for each, you should:

- ensure that your chosen articles are approved for inclusion in your assignment (this will be done via an iLearn discussion board)
- provide full bibliographic details (this doesn’t count towards your word length)
- briefly summarise the article
- evaluate the article (points for and against and reasons for your decisions)
- briefly explain the contribution that the article makes to the field of early childhood music (or arts) education

This Assessment Task relates to the following Learning Outcomes:

- demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood
- demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds
Critique
Due: 22 April 2013
Weighting: 35%

For this task, you are required to attend an arts performance that has been designed for children birth - 5 years. Examples include (but are not limited to) a concert or a children’s theatre performance.

To find appropriate performances, you might look at the Sydney Morning Herald Theatre Directory, The Sydney Opera House Kids at the House Program, Marian Street Theatre for Young People, Sydney’s Child magazine or your local paper. Art galleries and museums often have live performances for children throughout the year. Please note that attending an exhibition at an art gallery or museum is inappropriate for this assessment task.

During your attendance, you should make notes that will later help you write your critique. Remember that performances for children rarely focus on just one artform (e.g. drama, music, movement or visual arts by itself). Your critique should:

1. describe the performance (including its location and aim if this was made explicit);
2. comment on its suitability for its intended audience,
3. explain how the performance uses aspects of different artforms together and how effective this was, and
4. comment on the audience’s reactions and/or responses to the performance.

While this assignment is based on your opinions, normal scholarly practice is expected, so these opinions must be located within the wider literature and supported with current references.

This Assessment Task relates to the following Learning Outcomes:

• 3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood
• 4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

Planning
Due: 24 May 2013
Weighting: 40%

Option 1 - Learning experiences
For this assignment, you need to prepare an outline of a set of arts learning experiences. Please note that you are not required to submit a series of plans. You should:

1. Provide a brief (hypothetical) situational analysis that outlines the context of the birth- 5 years learning environment for which you have chosen to plan. You should consider things like data about the age(s) of
the children, the physical environment, human and other resources, the philosophy of the Centre.

2. Select a current exhibition at the Museum of Contemporary Art (can include parts of the MCA collection).

3. Explain why you have chosen this exhibition as a site for visual arts learning experiences for the children you have described above. You must include information about the elements and principles of art that will underpin the children’s work around this exhibition and a précis of the artist(s), their work and techniques that will need to be incorporated into your proposed teaching and learning experiences.

4. Outline a series of up to five sequential visual arts learning experiences based on the exhibition. Remember that these are not full plans, but overviews of elements and principles, content and the like. You do need to show how your proposed learning experiences will be guided by the Early Years Learning Framework.

The on-campus day on Saturday May 5 will provide a free tour and investigation of the MCA with art educators from the MCA and University staff.

Option 2 Individual project
MECH students may consult with your tutor to present a theoretically oriented essay based on a current MCA exhibition.

For this assignment, you need to prepare an expository text (one-sided argument) that argues for the use of art museums (specifying a current MCA exhibition) as sites for early childhood arts education.

Your essay should situate children fully and critically engaging in the arts as ways of making meaning with and for others. You should consider things like: literal and expressive symbolization; bodies of knowledge that underpin semiotic systems; the development of metalanguage, and the importance of aesthetically sensitive, critical thinkers.

This Assessment Task relates to the following Learning Outcomes:
- 2. demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds
- 3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood
- 4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

Delivery and Resources
Internal students are required to participate in 10 2hr seminars and additional online guided and independent learning activities (including 10 recorded lectures) via iLearn over the semester.

Please note that there will be an excursion to the Museum of Contemporary Art, George St, Sydney all day on Saturday May 11. All students are strongly advised to attend.

https://unitguides.mq.edu.au/unit_offerings/33646/unit_guide/print
Prescribed Text


Modifications

Based on student and staff feedback, the following changes have been made to this unit:

- Complete revision of visual arts content
- Increased flexibility in programming assignment

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](http://www.mq.edu.au/policy/docs/learning_and_teaching/policy.html) 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](http://www.student.mq.edu.au/ses/) 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. 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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood
- 2. demonstrate a sound understanding of the ways in which young children use art forms to explore, create and communicate about their worlds
- 3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood
- 4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

**Assessment tasks**

- Children’s Musics
- Critique
- Planning

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- demonstrate a critical appreciation of the expert body of knowledge focusing on the arts
in early childhood
• 3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood

Assessment tasks
• Children's Musics
• Critique
• Planning

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome
• 4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

Assessment task
• Planning

PG - Capable of Professional and Personal Judgment and Initiative
Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes
• demonstrate a critical appreciation of the expert body of knowledge focusing on the arts in early childhood
• 3. critically analyse and reflect on materials, processes and repertoire that underpin creative arts learning experiences in early childhood
• 4. demonstrate specialist expertise in facilitating a range of creative arts learning experiences with young children

Assessment tasks
• Critique
• Planning