



The University of Southern Queensland

## Course Specification

### Description: Early Childhood Arts Education

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3002	28330	3, 2003	EXT	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Kari Winer  
Moderator: Lyn Bower

### RATIONALE

Recent theory and research into children's play and artistic development highlights the need for teachers to intervene creatively in children's art-making. Visual symbolisation with 2- and 3- dimensional media is a natural form of communication in early childhood, yet the development of a young child's ability to use this language effectively is dependent on adults who can support the child's acquisition of artistic skills and understandings. This contrasts approaches which favour the natural unfolding of children's artistic abilities and talents, where children's spontaneous art- making is allowed to freely occur. Decisions about the nature and degree of teacher intervention in children's art-making depend on how visual arts is viewed in the curriculum, as well as the image of children held by the educator.

### SYNOPSIS

This course focuses on the visual arts and aesthetics in early childhood, in particular the development of symbolisation and aesthetic awareness, in children aged birth to 8 years. It examines the major theoretical frameworks of arts education in early childhood, and the philosophical principles underlying these. The development of children's symbolisation and aesthetic appreciation is explored through studying young children's artworks and art-making, as well as studying the research on children's artistic and aesthetic development. Students engage in their own art-making and projects in the course to develop their understanding of the elements and principles of art, and the cognitive processes involved in creativity. They also explore the media and techniques appropriate for young children as they develop their artistic knowledge and skills using 2- and 3- dimensional media.

### OBJECTIVES

On successful completion of this course students will be able to:

- articulate the importance of visual art as a symbolic language of thinking, expression and communication;
- describe the major theoretical approaches to integrated visual arts education in early childhood;
- explain the symbolic development of young children;
- articulate the principles of aesthetics and aesthetic education for young children;
- demonstrate an understanding of the elements and principles of the arts and their application to an integrated early childhood educational program;
- describe the media, techniques, and interactional strategies which support children's developing artistry in early childhood;
- demonstrate ability to apply the techniques of working with 2- and 3-dimensional media to visual arts education in early childhood.

## TOPICS

Description	Weighting (%)
1. Visual art as a symbolic language of young children	5.00
2. Major approaches to integrated arts education in early childhood	10.00
3. Symbolic development of young children	10.00
4. Nature of aesthetics and aesthetic development in young children	15.00
5. Elements and principles of visual art: own art and children's art	15.00
6. 2-dimensional art media and techniques	15.00
7. 3-dimensional art media and techniques	15.00
8. Scaffolding children's artistry: interactions and techniques	15.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Wright, S. (ed.). 1991, *The Arts in Early Childhood*, Sydney.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Allen, W. 1993, *Running on Rainbows*, 2nd edition, Running on Rainbows, Fortitude Valley, QLD.

Cikanova, K. 1992, *Teaching Children to Draw*, Craftsman House, Tortola, BVI.

Cikanova, K. 1995, *Teaching Mixed Media to Children*, Craftsman House, East Roseville, NSW.

- Diamond, P.C.T. & Mullen, C.A. (eds.). 1999, *The Postmodern Educator: Arts-based Inquiries and Teacher Development*, Lang, New York.
- Dunn, P.C. 1995, *Creating Curriculum in Art*, National Art Education Association, Reston, VA.
- Edwards, C. 2002, *The Creative Arts: A Process Approach for Teachers and Children*, 3rd edition, Merrill, Upper Saddle River, NJ.
- Edwards, C., Gandini, L. & Forman, G. (eds.). 1998, *The Hundred Languages of Children: The Reggio Emilia Approach - Advanced Reflections*, 2nd edition, Ablex Publishing Corporation, Norward, NJ.
- Golomb, C. 1992, *The Child's Creation of a Pictorial World*, University of California Press, Berkeley.
- Goodnow, J. 1997, *Children Drawing*, Harvard University Press, Cambridge, MA.
- Jalongo, M. & Stamp, L. 1997, *The Arts in Children's Lives: Aesthetic Education for Early Childhood*, Allyn and Bacon, Boston, MA.
- Kellogg, R. 1970, *Analyzing Children's Art*, Natural Press Books, Palo Alto, CA.
- Kolbe, U. 2001, *Rapunzel's Supermarket: All About Young Children and Their Art*, Peppinat Press, Australia.
- Lankford, E. L. 1992, *Aesthetics: Issues and Inquiry*, National Art Education Association, Reston.
- Lowenfeld, V. & Brittain, W.L. 1987, *Creative and Mental Growth*, 8th edition, MacMillan, New York.
- Mathews, J. 1994, *Helping Children to Draw and Paint in Early Childhood*, Hodder and Stoughton, London.
- Moore, R. (ed.). 1994, *Aesthetics for Young People*, National Art Education Association, Reston, VA.
- Parsons, Michael J. & Blocker, H.G. 1993, *Aesthetics and Education*, University of Illinois Press, Urbana.
- Schiller, W. (ed.). 1996, *Issues in Expressive Arts Curriculum for Early Childhood: An Australian Perspective*, Gordon and Breach Publishers, Amsterdam, The Netherlands.
- Schirmmacher, R. 2001, *Art and Creative Development for Young Children*, 4th edition, Delmar Thompson Learning, USA.
- Topal, K. W. 1983, *Children, Clay and Sculpture*, Davis Publications, Worchester, MA.

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessment	25
Directed Study	80
Private Study	60

## ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGNMENT 1	40.00	40.00	Y	19 Dec 2003
ASSIGNMENT 2	60.00	60.00	Y	30 Jan 2004

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
  - (a) There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
  - (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:
  - (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
  - (g) To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
  - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
  - (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:

There is no examination in this course.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.

## ASSESSMENT NOTES

- 1 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours

of receipt of a request being made. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances.