



The University of Southern Queensland

Course Specification

Description: Aesthetics for Early Childhood Teachers

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	4003	20744	1, 2003	EXT	1.00	TWMBBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Kari Winer
Moderator: Lyn Bower

RATIONALE

When committed to The Expressive Arts in Early Childhood, utilising the theoretical and philosophical knowledge is a complimentary necessity. The practical focus requires a shift from the developmental aspects of arts to a deeper understanding of aesthetics and the integration of cultural arts experiences.

SYNOPSIS

This course will review and extend philosophical underpinnings of the arts in early childhood education and students will be expected to communicate their own philosophical understanding based on extensive reading and discussion in the area of the arts. The complex nature of aesthetics will be developed further by additional experiences such as visiting museums, art galleries, theatre and buildings of architectural merit. Students will be expected to translate these experiences into program planning and creating creative and aesthetic classroom environments.

OBJECTIVES

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

- articulate ideas about issues in the field of aesthetics
- understand that objects/texts/performances may be construed/ interpreted aesthetically
- frame questions about aesthetics relevant to themselves and others, including young children
- frame activities aimed at inducing aesthetic responses
- reflect on aesthetics as an issue in education, especially early childhood education

TOPICS

Description	Weighting (%)
1. The nature of aesthetics - aesthetic qualities, aesthetic responses and aesthetic discourses	40.00
2. Personal aesthetics	10.00
3. Aesthetics in the arts	30.00
4. Aesthetics in non-art objects and environments	10.00
5. Aesthetics knowledge as applicable knowledge	10.00

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.

Blocker, G.H. 1993, Aesthetic value in cross-cultural, multicultural art study, *Arts Education Policy Review*, Vol 95, no.2.

Dewey, J. 1959, *Art as Experience*, Capricorn Books, NY.

Eaton, M. 1993, Instilling aesthetic values, *Arts Education Policy Review*, Vol 95, no.2.

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). 1999, *The Hundred Languages of Children: The Reggio Emilia Approach. Advanced Reflections*, Ablex Publications, Greenwich CT.

Elkind, D. 1990, *Perspectives on Early Childhood Education: Growing with Young Children Towards the 21st Century*, National Education Association, Washington DC.

Feeney, S. D., Christiansen, D. & Moravcik, E. 2001, *Who am I in the Lives of Children?*, Merrill, Englewood Cliffs NJ.

Hart, L.M. 1991, Aesthetic pluralism and multicultural art education, *Studies in Art Education*, Vol 32, no.3.

Jalongo, M. R. & Stamp, L. N. 1997, *The Arts in Children's Lives: Aesthetic Education for Early Childhood*, Allyn & Bacon, MA.

Kolbe, U. 2001, *Rapunzel's Supermarket: All About Young Children and Their Art*, Peppinot Press, Sydney.

Lankford, L.E. 1990, Preparation and risk in teaching aesthetics, *Art Education (September)*, Vol 43. no. .

Larkin, V. 1999, *Create: Creating Rewarding Early Arts Teaching Experiences*, Pademelon Press, Sydney.

Leonhard, C. 1991, Aesthetic literacy in music, *Design for Arts in Education*, Vol 93, no.1.

Moore, R. (ed). 1994, *Aesthetics for Young People*, National Art Education Association, Reston VA.

- Parsons, M.J. 1990, Aesthetic literacy: The psychological context, *Journal of Aesthetic Education*, Board of Trustees of University of Illinois. Vol 24, no.1.
- Parsons, M.J. 1987, Talk about painting: A cognitive developmental analysis, *Journal of Aesthetic Education*, Vol 21, no.1.
- Piscitelli, (1989 1989, The visual arts and early childhood education: A review of Australian literature, *Australian Journal of Early Childhood*, Vol 14, no.1.
- Schirmacher, R. 2002, *Art and Creative Development for Young Children*, 4th edition, Delmar, USA.
- Spodek, B. 1993, Selecting activities in the arts for early childhood education, *Arts Education Policy Review*, Vol 94, no.6.
- Thompson, C. M. (ed). 1995, *The Visual Arts and Early Childhood Learning*, The National Art Education Association, Virginia.
- Topal, C. 1983, *Children, Clay and Sculpture*, Davis Publications, Worcester MA.
- Van Rysselberghe, M.L. 1993, Child care in the United States: An opportunity to nurture expressive children, *Arts Education Policy Review*, Vol 94, no.3.
- Wright, S. & Weddell, C. 1992, *Deliberate Decision Making in the Arts*, Conference Proceedings, QUT,

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25
Directed Study	60
Private Study	80

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
JOURNAL 1	40.00	40.00	Y	10 May 2003
JOURNAL 2	60.00	60.00	Y	05 Jul 2003

OTHER REQUIREMENTS

- 1 Summative assessment items will be given a numerical score.
- 2 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
- 3 All assessment items must be submitted. Assessment items must be passed overall.
- 4 If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.