



The University of Southern Queensland

## Course specification

<b>Description: Early Childhood Arts Education</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2003	44673	2, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Lindy Austin

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEPR or BEEC or BESM or BESC or BEPG or BEPH or BPMH or BSMG or BECS or BECH or BEEG or BEEH or BPMU.

### OTHER-REQUISITES

Pre-requisite: Students may only enrol in external mode if they are enrolled in an external program.

### 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. **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'.** For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## **OBJECTIVES**

On completion of this course students will be able to:

1. articulate the importance of visual art as a symbolic language of thinking, expression and communication
2. describe the major theoretical approaches to integrated visual arts education in early childhood
3. explain the symbolic development of young children
4. articulate the principles of aesthetics and aesthetic education for young children
5. demonstrate an understanding of the elements and principles of the arts and their application to an integrated early childhood educational program
6. describe the media, techniques, and interactional strategies which support children's developing artistry in early childhood
7. demonstrate ability to apply the techniques of working with 2- and 3-dimensional media to visual arts education in early childhood
8. use written communication effectively and appropriately
9. write clearly, grammatically correctly and with accurate spelling and punctuation.

## **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**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Book of readings.

Kolbe, U 2001, *Rapunzel's supermarket: all about young children and their art*, Peppinot Press, Australia.

## **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 edn, Running on Rainbows, Fortitude Valley, Qld.

Diamond, PCT & Mullen, CA (eds) 1999, *The postmodern educator: arts-based inquiries and teacher development*, Lang, New York.

Edwards, C, Gandini, L & Forman, G (eds) 1998, *The hundred languages of children: the Reggio Emilia approach - advanced reflections*, 2nd edn, Ablex Publishing Corporation, Greenwich, CT.

Edwards, LC 2002, *The creative arts: a process approach for teachers and children*, 3rd edn, Merrill, USA.

Golomb, C 2004, *The child's creation of a pictorial world*, 2nd edn, University of California Press, Berkeley.

Goodnow, J 1977, *Children crawling*, Harvard University Press, Cambridge, MA.

Jalongo, M & Stamp, L 1997, *The arts in children's lives: aesthetic education for early childhood*, Allyn & Bacon, Boston, MA.

Kellogg, R 1970, *Analyzing children's art*, National Press Books, Palo Alto, CA.

Lankford, EL 1992, *Aesthetics: issues and inquiry*, National Art Education Association, Reston, VA.

Lowenfeld, V & Brittain, WL 1987, *Creative and mental growth*, 8th edn, MacMillan, New York.

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

Schiller, W (ed) 1996, *Issues in expressive arts curriculum for early childhood: an Australian perspective*, Gordon & Breach Publishers, Amsterdam, BV.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Lectures	13.00
Private Study	64.00
Project Work	62.00
Tutorials	26.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	50.00	50.00	19 Jul 2005 (see note 1)
ASSIGNMENT 2	50.00	50.00	19 Jul 2005

### NOTES

1. The examiner will advise the due dates for all assessment items.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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. Students should demonstrate a professional attitude and commitment. Attendance at and participation in scheduled classes is highly recommended.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must submit all assessment items and achieve at least 50% of the available marks for overall summative assessment.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations 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/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

### **ASSESSMENT NOTES**

- 1 (b) 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. (e) The Faculty will NOT accept submission of assignments by facsimile.

### **OTHER REQUIREMENTS**

- 1 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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