



The University of Southern Queensland

## Course specification

<b>Description: Early Childhood Arts Education</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2003	48228	3, 2005	EXT	1.00	Toowoomba

<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: David Cleaver

Moderator: 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).

Wright, S 2003, *The arts, young children, and learning*, Allyn & Bacon, Boston.

## **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: a Life Be In It art program*, 2nd edn, Running on Rainbows Pty Ltd, 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, PCT & Mullen, CA (eds) 1999, *The postmodern educator: arts-based inquiries and teacher development*, P Lang, New York.

Dunn, PC 1995, *Creating curriculum in art*, National Art Education Association, Reston, VA.

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

Edwards, LC 2002, *The creative arts: a process approach for teachers and children*, 3rd edn, Merrill Prentice Hall, Upper Saddle River, NJ.

Golomb, C 2004, *The child's creation of a pictorial world*, 2nd edn, Lawrence Erlbaum, Manwah, NJ.

Goodnow, J 1977, *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*, Peppinot Press, Paddington, NSW.

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.

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, MJ & Blocker, HG 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 & Breach Publishers, Amsterdam, The Netherlands.

Schirrmacher, R 2001, *Art and creative development for young children*, 4th edn, Delmar Thompson Learning, Albany.

Topal, KW 1983, *Children, clay and sculpture*, Davis Publications, Worcester, MA.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25.00
Directed Study	80.00
Private Study	60.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	40.00	40.00	16 Dec 2005
ASSIGNMENT 2	60.00	60.00	27 Jan 2006

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
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:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 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 available 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 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:  
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 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Each assessment item must be submitted and passed.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **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.
-