



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Learning Through The Senses

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	2453	74672	1, 2008	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070301

STAFFING

Examiner: David Cleaver
Moderator: Janice Jones

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Artistic literacy is the ability to use and understand symbolic languages. According to Susan Wright these languages provide a special way of knowing, linking body and mind, 'thought, emotion and action; thinking through imagery and with the body; and turning action into representation.' Musical, spatial and body-kinaesthetic ways of knowing are fundamental intelligences expressed through the symbolic languages of the arts. It is important that as teachers we understand and are supportive of children's developing use of symbolic languages, facilitating their understanding and decoding of those symbolic languages in a range of contexts. For teachers, an awareness of children's different modes of self-expression and their developmental readiness for learning is vital to support children in finding their own voices and understanding of the symbolic languages of other times and cultures.

SYNOPSIS

In this course students will have the opportunity to explore and further develop their existing skills in making meaning through symbolic languages, through workshops and research in art and music. The workshops will include assessed micro-teaching components. Students' research into and exploration of the symbolic languages of their selected culture will support their broader skills development for teaching, expressed in an essay on their research, teaching portfolio, microteaching session and presentation of art and musical skills. Skills development workshops will focus on: development and performance of vocal and instrumental skills for classroom practice using a minimum of two instruments; development and display of skills in drawing and painting for the classroom.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. demonstrate a developing sensitivity to the part played by the senses in producing artistic and symbolic 'ways of knowing' (Essay and Portfolio)
2. describe a range of issues pertinent to teaching the arts (Essay)
3. recognise the different qualities of marks produced when using a variety of drawing and painting media (Portfolio and Microteaching)
4. demonstrate skills in using pencil, charcoal, crayon, paster, ink and painting media and apply these skills to classroom teaching (Portfolio)
5. produce works that show close observation and attention to detail and the influence of one or two artists studied (Portfolio)
6. sensitively utilise the different concepts of art and music when designing teaching sessions (Microteaching)
7. demonstrate the ability to integrate music and visual art in classroom teaching (Microteaching)
8. demonstrate critical and evaluative skills in art and music suitable for classroom teaching (Microteaching)
9. apply developing musicianship and music knowledge within suitable educational contexts (Microteaching)
10. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Essay and Microteaching)

TOPICS

Description	Weighting (%)
1. VISUAL ART (10% for each section)	50.00
1.1. drawing and painting media as specified in syllabus documents	
1.2. experimentation - using a variety of media	
1.3. examining visual phenomena - line, shape, colour, tone and texture	
1.4. associated art knowledge and applications to classroom teaching	
1.5. critical and evaluative skills and applications to classroom teaching	

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| 2. | MUSIC (10% for each section) | 50.00 |
| 2.1. | musical instruments organisation and sound | |
| 2.2. | examining aural phenomena - line, shape, colour, tone and texture | |
| 2.3. | developing musicianship and applications to classroom teaching | |
| 2.4. | inner hearing | |
| 2.5. | music repertoire for educational contexts | |

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).

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.

VISUAL ART: <http://www.nitaleland.com/>; <http://www.1art.com/wwwboard/wwwboard.html>;
<http://teach.virginia.edu/insite/CONTENT/ART/>

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Israel, G 2002, *Artwise 2: visual arts 7-10*, Jacaranda Press, Milton.

Rozmajzl, M 2000, *Music fundamentals, methods and materials for the elementary classroom teacher*, Longman, New York.

Russell-Bowie, D 2005, *MMADD about the arts!: an introduction to primary arts education*, Prentice Hall, Prentice Hall, Frenchs Forest, NSW.

Wright, S 2003, *Children, meaning-making and the arts*, Pearson Education, Frenchs Forest.

Wright, S 2003, *The arts, young children and learning*, Pearson Education, Frenchs Forest.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Private Study	126.00
Workshops	39.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PORTFOLIO	30.00	30.00	03 Mar 2008
MICRO TEACHING	40.00	40.00	03 Mar 2008
RESEARCH ESSAY	30.00	30.00	03 Mar 2008 (see note 1)

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.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve 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 of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted
- 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% of the total weighted marks available for the course.
- 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 or grades 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. USQ Regulation 5.6 Assessment 5.6.10 Resubmission of Assessment Items states that, "...an examiner may permit students to resubmit an assignment that has received a failing grade or a mark of less than 50%. If a student is permitted to resubmit a failed assignment, normally the only passing grade or mark allowable for the resubmitted assignment will be a C- or 50% (as appropriate)."

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 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.
- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 Assessment instruments for this course could include any of the following if agreed or specified: folios, projects, journals, notated scores, video and tape recordings, researched essays, computer-generated presentations.

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.
