



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: The Arts Curriculum and Pedagogy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDX	1250	96304	3, 2009	WEB	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070100

## STAFFING

Examiner: Janice Jones  
Moderator: David Cleaver

## RATIONALE

It is essential that children's artistic development is supported by teachers' understanding that creativity requires space and nurturing and that the Arts provide ways of learning and knowing that are different from other forms of meaning-making. Artistic ways of knowing allow us to explore and share understandings of self and culture in local and global contexts. As artist or audience, a student's active engagement in Drama, Dance, Music, Media and Visual Arts fosters emotional intelligence with the potential to generate intrapersonal and interpersonal skills and understandings for lifelong learning. As teachers we need to explore pedagogical approaches that foster students' creative thinking and artistic development, creating space for learning in and through the arts. Through our critical and reflective practice upon teaching and learning in the arts, our awareness of cross cultural and indigenous perspectives and their impact upon pedagogies, and through acquiring transferable skills in technologies, we as teachers become better able to support children's cognitive and creative development as lifelong learners in a global context.

## SYNOPSIS

This course encourages individual and co-operative development of foundational knowledge, understandings and skills for teaching in drama, dance, media, music and visual arts. Students will have the opportunity to engage in experiences to develop personal expression, aesthetic judgement and critical awareness, in order to become more responsive to children's creative needs. Students will experience constructivist approaches and focus upon play and inquiry-based pedagogies, reflecting upon their learning and critically analysing the use of these pedagogical tools for creativity. At all times during the course the inclusive teaching environment and aspects of safe and ethical practice will be considered. The use of information communication technologies will be embedded throughout this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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 critical awareness of the central importance of the arts as a tool for life (Module Tasks, Presentation)
2. demonstrate a critical awareness of the importance of play and creativity for problem solving and learning (Presentation)
3. demonstrate the knowledge, skills, techniques, processes and dispositions necessary to interpret arts curriculum documents with sufficient understanding to introduce meaningful arts learning in the primary years (Module Tasks, Presentation)
4. critically evaluate the impact of classroom organization on safe, inclusive and creative practice (Presentation)
5. create, present and reflect on their own and others' creative works with confidence, skill, enjoyment and aesthetic awareness (Presentation)
6. express ideas, feelings and experience through symbol systems, techniques, technologies and processes (Presentation)
7. capture, edit and present digital images (Presentation)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Module Tasks, Presentation)

## TOPICS

Description	Weighting (%)
1. Play and creativity as a foundation for learning	20.00
2. The teacher as reflective arts practitioner	10.00
3. Understanding the forms and practices of Drama, Dance, Media, Music and Visual Arts	20.00
4. Interpreting the Primary Years Arts Curriculum Documents	20.00
5. Managing learning environments for inclusive and safe arts practice	10.00
6. The Arts as a way of knowing about the world	10.00
7. Technologies for teaching and learning in the arts	10.00

## 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).

Russell-Bowie, D 2009, *MMADD about the Arts!: an introduction to primary arts*, 2nd edn, Pearson Education,

## 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.

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>

Csikszentmihalyi, M 1997, Flow and creativity, *NAMTA journal*, Vol 22, no.2, p38.

Eisner, EW 2004, 'International journal of education & the arts'54 (Available: <http://ijea.asu.edu/v5n4/>) [Accessed 20 08 2008]

Queensland School Curriculum Council 'The arts essential learnings' (Available: <http://www.qsa.qld.edu.au/assessment/3160.html>).

Queensland School Curriculum Council *The Arts: years 1 to 10 syllabus*,

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
MODULE TASKS	40.00	40.00	18 Dec 2009 (see note 1)	1, 3, 8	U3	1
DIGITAL PRESENTATION	60.00	60.00	25 Jan 2010	All	U1, U3, U4, U8, U9	1, 1, 1, 1, 1

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)

## GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Introductory (Level 1)
Academic & Professional Literacy (Skill U3)	Introductory (Level 1)
Written & Oral Communication (Skill U4)	Introductory (Level 1)
Managmt, Planning & Org Skills (Skill U8)	Introductory (Level 1)
Creatvty, Initiative & Entrprse (Skill U9)	Introductory (Level 1)

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities 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.
- 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 aggregate of the weighted 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:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>

## OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.