Description: Early Childhood Arts Education

Subject Cat-Nbr Class Term Mode Units Campus
ECE 3002 14817 2, 2002 ONC 1.00 TWMBA

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

STAFFING
Examiner: Kari Winer
Moderator: Lyn Bower

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.
OBJECTIVES

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

- articulate the importance of visual art as a symbolic language of thinking, expression and communication;
- describe the major theoretical approaches to visual arts education in early childhood;
- explain the symbolic development of young children;
- articulate the principles of aesthetics and aesthetic education for young children;
- demonstrate an understanding of the elements and principles of the visual arts and their application to early childhood;
- describe the media, techniques, and interactional strategies which support children's developing artistry in early childhood;
- demonstrate ability to apply the techniques of working with 2- and 3-dimensional media to visual arts education in early childhood.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Visual art as a symbolic language of young children</td>
<td>5.00</td>
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<tr>
<td>2. Major approaches to visual arts education in early childhood</td>
<td>10.00</td>
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<tr>
<td>3. Symbolic development of young children</td>
<td>10.00</td>
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<tr>
<td>4. Nature of aesthetics and aesthetic development in young children</td>
<td>15.00</td>
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<tr>
<td>5. Elements and principles of visual art: own art and children's art</td>
<td>15.00</td>
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<tr>
<td>6. 2-dimensional art media and techniques</td>
<td>15.00</td>
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<tr>
<td>7. 3-dimensional art media and techniques</td>
<td>15.00</td>
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<tr>
<td>8. Scaffolding children's artistry: interactions and techniques</td>
<td>15.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


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.

Cikanova, K 1992, *Teaching Children to Draw*, Craftsman House, Tortola, BVI.
Department of Education QLD 1990, *Living by Design: Art Handbook for Teachers Years 1, 2, and 3*.
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>13</td>
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<tr>
<td>Private Study</td>
<td>62</td>
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<tr>
<td>Project Work</td>
<td>62</td>
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<tr>
<td>Tutorial</td>
<td>26</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ESSAY</td>
<td>100.00</td>
<td>40.00</td>
<td>Y</td>
<td>30 Aug 2002</td>
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<td>PROJECT</td>
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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in the course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
5. All assessment items must be submitted and passed.
6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.