The University of Southern Queensland

Course Specification

Description: Aesthetics in Early Childhood Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>ECE</td>
<td>8001</td>
<td>24908</td>
<td>2, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Kari Winer
Moderator: Lyn Bower

RATIONALE
Aesthetics education is concerned with cultivating the capacity to regard art and non-art with a particular kind of imaginative attention, in order to become increasingly discriminating and critically reflective in one's responses. According to Abs (1989), aesthetics is 'a particular mode of responding to and apprehending experience', and that this 'mode of response operates through the senses and feelings'. In order to be able to support children's aesthetic development, teachers need to firstly develop their own understanding of aesthetics as a philosophy, and to refine their own aesthetic perceptions and judgements through disciplined study and exercises.

SYNOPSIS
Through an exploration of significant writings on aesthetics, and a range of practical experiences, this course aims to develop student's own knowledge and appreciation of aesthetics. Since the ability to appreciate art and non-art aesthetically is closely linked to the ability to think philosophically, this course requires students to engage in philosophical inquiry. Readings and practical exercises guide students through a program of work designed to challenge and extend student's aesthetic perceptions and judgements in relation to art and non-art. Students will also consider the implications of their own learning for early childhood education.

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

- demonstrate an understanding of the nature of aesthetics as a philosophy;
- make informed aesthetic judgements in relation to art and non-art;
- critically analyse the literature associated with aesthetics;
reflect on the implications of aesthetics for early childhood education.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Exploration of the nature of aesthetics</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Aesthetic preferences and judgements</td>
<td>10.00</td>
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<tr>
<td>3. Naturally aesthetic predispositions</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Aesthetic contemplation and responses in relation to art and non-art</td>
<td>40.00</td>
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<td>5. Detachment or distance in aesthetic experience</td>
<td>10.00</td>
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<td>6. The affective nature of aesthetics</td>
<td>5.00</td>
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<td>7. Transformational theory of aesthetics</td>
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**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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tr>
<td>Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Directed Study</td>
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<td>Private Study</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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<tr>
<td>JOURNAL</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>12 Sep 2003</td>
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<tr>
<td>REFLECTIONS ON 8 READINGS</td>
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<td>40.00</td>
<td>Y</td>
<td>26 Sep 2003</td>
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<tr>
<td>ESSAY</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>24 Oct 2003</td>
</tr>
</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (a) 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:
   (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.

4 Requirements for student to be awarded a passing grade in the course:
   (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5 Method used to combine assessment results to attain final grade:
   (a) 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:
   (e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   (d) There will be no Deferred or Supplementary examinations in this course.
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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 (a) 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. (b) Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. (c) The Faculty will NOT accept submission of assignments by facsimile.