Description: Arts Education

<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>
</tr>
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<tr>
<td>EDU</td>
<td>1451</td>
<td>24760</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU  
Academic Org: FOE002  
HECS Band: 1  
ASCED Code: 070301

STAFFING

Examiner: Karen Knight-Mudie  
Moderator: Michelle Lovett

RATIONALE

It is essential that young children's artistic development is guided by the principles derived from an understanding of the "cultures in which learners function". This is facilitated by developing sensory perception through investigation of the Arts. The P-10 Arts Education Framework (1990) Department of Education, Queensland, stresses the need for an approach to the holistic programme planning in schools where "intuitive, global thinking as well as analytical, linear thinking" is fostered through receptivity to sensory qualities. Thus variety and continuity in Arts experiences should be presented through a sequential and balanced programme so that children might develop a sense of self through exploring personal symbol making in a meaningful way. Beginning teachers have the responsibility of assuming an active role in guiding this learning and must themselves investigate the arts languages so that they might develop a personal repertoire of artistic symbols which allows them to demonstrate a commitment to, and appreciation of, the Arts. While it is important to recognise the integral nature of all the Arts, it is also necessary to cater for the development of concepts and skills that are specific to each of the Arts.

SYNOPSIS

This course will encourage student to develop basic personal skills in the areas of visual art, music and drama so that they gain some awareness of how non-verbal symbol systems might stand alone, enrich a narrative or express an idea. Students will have the opportunity to experiment with media so that, as potential teachers, they might become more responsive to children's need to perform with media. In this course Visual Art and Music will be taught as modules and topics will include discipline-specific skills and approaches to Arts Education. Throughout the course dramatic techniques such as voice, mime, gesture and storytelling will enrich the visual and aural activities. Current trends in Arts Education will be discussed and relevant documents from state and national Arts Education Bodies will
be investigated with regard to implications for Early Childhood, Primary Arts Education and Junior secondary School.

OBJECTIVES
On successful completion of this unit students should be able to:

- IN VISUAL ART: Demonstrate relevant skills and concepts in the making and understanding of Visual Art processes. Demonstrate an awareness of images as a valid means of symbolic communication for young children. Be capable of integrating Visual Art processes into holistic curriculum planning for P-10. Demonstrate an ability to respond to works of art in an informed and meaningful way.

- IN MUSIC: Demonstrate musicianship and performance skills to a level necessary for devising personal repertoire. Display some understanding of established music education philosophies, methodologies and various stages of children's musical development. Be capable of integrating musical processes into activities suitable for P-10. Have a knowledge of a basic repertoire of materials, resources and practical strategies for enriching drama for children.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. IN VISUAL ART</td>
<td>50.00</td>
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<tr>
<td>1.1. Personal skill development through exploring art elements</td>
<td></td>
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<tr>
<td>1.2. Art and the stages of perceptual development in children</td>
<td></td>
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<tr>
<td>1.3. Integrating image making into meaningful learning activities</td>
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<td>1.4. Investigation of artworks in society</td>
<td></td>
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<tr>
<td>2. IN MUSIC</td>
<td>50.00</td>
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<tr>
<td>2.1. Personal skill development through exploring musical elements</td>
<td></td>
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<tr>
<td>2.2. Investigation of music education methods appropriate for young children</td>
<td></td>
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<td>2.3. Music methods and materials suitable for P-10</td>
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<td>2.4. Expanding personal repertoire and improvisation techniques</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.


Queensland Studies Authority 2002, *The Arts: Years 1 to 10 Syllabus*.

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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<tbody>
<tr>
<td>Examinations</td>
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<tr>
<td>Lectures</td>
<td>28</td>
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<tr>
<td>Private Study</td>
<td>107</td>
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<tr>
<td>Tutorial</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>RESOURCE FOLIO (ART)</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
<tr>
<td>(see note )</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>RESOURCE FOLIO (MUSIC)</td>
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<td>50.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
</tbody>
</table>

NOTES:

Students will be advised by the course examiner about assignment due dates.

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 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 students submit assignments after the due date without prior approval then a
penalty of 10% of the total marks gained by the student 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 a passing grade, students must demonstrate, via the summative
assessment items, that they have achieved the required minimum standards in
relation to the objectives of the course by satisfactorily completing all summative
assessment items (the examination and assignments).

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:
In a Closed Examination, candidates are allowed to bring only writing and drawing
instruments into the examination."

7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during
the next examination period.

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/SECARIAT/calendar/Part5/ or in the printed version of 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 The examiner may grant an extension of the due date of an assignment in
extenuating circumstances.

3 The Faculty will NOT accept submission of assignments by facsimile.

4 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.

5 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).

6 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.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

8 All assessment items must be attempted/submitted and passed.

OTHER REQUIREMENTS

1 Consultation time will be arranged with the lecturer.