**Description: Arts Education 2**

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<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>EDU</td>
<td>2451</td>
<td>21339</td>
<td>1, 2003</td>
<td>ONC</td>
<td>1.00</td>
<td>WIBAY</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**
Personal development involves fostering receptivity to the sensory qualities of the world through the cultivation of aesthetic judgement and mastery of skills sufficient to form, present and respond to the Arts. Central to an understanding and appreciation of the discrete 'languages' of images, music and drama is the ability to cope with ambiguity through attention to fine nuances which requires "a strong conceptual understanding of the complexities of culture" only possible through immersion in the patterns of a culture other than our own (Garber, 1995). However, before such attention is possible, students must begin with a critical investigation of their own culture and how images, music and dramatic performance express ideas, values, stories and beliefs that direct one's understanding. In thus probing one's own culture it is essential that personal associations are recognised so that "students are empowered to tap their own store of collateral experience as a starting point for understanding new information" (Smith-Shank, 1995).

**SYNOPSIS**
This course aims to encourage future teachers of young children to develop an understanding of semiotic pedagogy. Central to this aim is an emphasis on symbolic thinking that is facilitated through engagement with artistic media so that students might become consciously aware of knowledge representations or signs. Separate modules dealing with the discrete 'languages' of the Arts will include discipline specific content and skills so that students may appreciate artistic areas of the Australian cultural heritage which cannot be provided by other curriculum areas.

**OBJECTIVES**
On completion of this course students should:
• VISUAL ART: Demonstrate an ability to comprehend, analyse and apply visual art design elements and principles in various ways using a variety of materials and processes.
• Display some mastery of skills in two dimensional and three dimensional techniques as a means of personal symbolic representation.
• Analyse and critically evaluate visual art forms, and provide reasoned design judgements of aesthetic quality beyond statements of mere preference, in either oral or written forms.
• Have knowledge of the historical and cultural developments in visual art with particular reference to the contemporary and Australian context.
• MUSIC: Demonstrate some mastery in basic vocal and listening skills, and keyboard and instrumental performance techniques.
• Devise personal musical repertoire which shows an understanding of elements of music and structure.
• Have knowledge of stylistic characteristics as encountered in examples of western and non-western music.
• Understand terminology as encountered in musical repertoire.
• Appreciate the cultural context of music with particular reference to the Australian context.

TOPICS

Description Weighting (%)

1. Visual Art: 50.00

1.1. Examination of habitual and idiosyncratic ways of thinking about art (15%)

1.2. Investigation of art skills, processes, materials in both two dimensional and three dimensional art forms (15%)

1.3. Development of oral/written responses to the arbitrary nature of cultural signs (10%)

1.4. Historical and cultural developments in visual art with particular reference to the Australian context (10%)
2. Music: 50.00

2.1. Vocal and listening skills, keyboard and instrumental performance techniques (15%)

2.2. Elements of music and structure as a means of personal expression (15%)

2.3. Investigation of stylistic characteristics which highlight different approaches to music (10%)

2.4. The interpretation of music terminology (5%)

2.5. The cultural context of the music as a means of examining the space and time in which it is performed with particular emphasis on Australia (5%)

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.

(For Visual Art)

(For Visual Art)

(Optional)

Queensland Department of Education 1990, Living By Design Years 4-5, Brisbane.
(For Visual Art)

Queensland Department of Education 1986, Queensland Music Program. Years 1 - 7, Brisbane.
(For Music)

(Optional)

(For Music)

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY HOURS

Lectures 28
Private Study 109
Tutorials or Workshops 28

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>FOLIO (ART)</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
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<tr>
<td>PERFORMACE AND PRESENTATION</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
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NOTES:

- VISUAL ART: Examiner to advise on due dates.
- MUSIC: Examiner to advise on due dates.

ASSESSMENT NOTES

1. 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.
2. It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials 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.
3. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
4. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.
5. 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.
6. 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.
7 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.

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

9 Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date, time and location of any such examination.

10 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.

11 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.

12 In accordance with University's Assignment Extension Policy (Regulation 5.6.1) the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances.