The University of Southern Queensland

Course specification

Description: Learning Through The Senses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>EDU</td>
<td>2453</td>
<td>31025</td>
<td>1, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070301

STAFFING
Examiner: Karen Knight-Mudie
Moderator: Michelle Lovett

REQUISITES
Pre-requisite: EDU1452 and EDU2452

RATIONALE
All people, whether considered 'talented' or not, are capable of expressing themselves in some artistic form. Making marks begins at a very early age and continues in a common pattern of development from scribbles to symbolism to pictorial realism unless, for various reasons, progress is inhibited and a person mistakenly thinks he or she cannot draw. Similarly, skills involved in listening to music develop as one learns to see what is heard and hear what is seen using the senses of sight and sound in complex ways. However, with careful and sympathetic guidance in the classroom the basic skills of representation and an awareness of the soundscape can be fostered. It is important that anyone entering the teaching profession understands that children must be given adequate and sympathetic attention during crucial transitional stages in image making and burgeoning sensitivity to sounds. Richardson (1992) highlights the fact that teachers "need to be aware that children can reach the stage of pictorial realism at any point in a range of ages" and it is commonly known that children respond in a variety of ways to different sounds. Thus teachers themselves must be able to recognise each case as and when it arises. This is only possible if teachers possess sufficient knowledge in and about sensory perception.

SYNOPSIS
In this course students will be exposed to a variety of visual and musical forms of communication so that they might develop an understanding of semiotic pedagogy. In visual art the content covered will deal with mark making so that students move through the stages of scribbles to symbolism to pictorial realism and, in the process of developing personal
awareness and some mastery of skills, they may demonstrate a deeper understanding and appreciation of image making. In music students will develop some ear and eye refinement skills through listening and score reading activities. Such activities connect the eye and ear through exposure to ethnomusicology and investigation of musical repertoire across the history of western music to contemporary music.

**OBJECTIVES**

At the conclusion of this course a student should be able to demonstrate practical teaching skills/knowledge through:

- In VISUAL ART: recognising the different qualities of marks produced when using a variety of drawing and painting media;
- developing skills in using pencil, charcoal, crayon, pastel, ink and painting media sufficient for classroom teaching;
- producing a series of preliminary images based on a chosen theme;
- producing a major drawing or painting from life showing close observation, attention to detail and the influence of one or two artists studied;
- acquiring historical and technical art knowledge sufficient for classroom teaching; and
- demonstrating critical and evaluative skills sufficient for classroom teaching.

- In MUSIC: developing aural skills relating to identification of timbre and music ensembles;
- developing score reading skills sufficient for classroom teaching;
- acquiring musicianship and music history knowledge sufficient for classroom teaching;
- demonstrating an ability to hear a printed score and see score in aural experiences; and
- discussing attributes of the score or sound in an historical and educational context.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. In Visual Art (10% for each section)</td>
<td>50.00</td>
</tr>
<tr>
<td>1.1. Drawing and painting media as specified in syllabus documents</td>
<td></td>
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<tr>
<td>1.2. Experimentation in making marks using a variety of media</td>
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<tr>
<td>1.3. Learning to examine natural phenomena</td>
<td></td>
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<tr>
<td>1.4. Associated art history and technical art knowledge sufficient for classroom teaching</td>
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<tr>
<td>1.5. Critical and evaluative skills sufficient for classroom teaching</td>
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</table>
2. In Music (10% for each section) 50.00

2.1. Musical instruments organisation and sound

2.2. Score reading sufficient for classroom teaching

2.3. Music history and musicianship sufficient for classroom teaching

2.4. Inner hearing and dictation

2.5. Music history and repertoire sufficient for classroom teaching

**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).

For Visual Art A3 Sketch pad; Roymac Imitation Sable brushes: sizes 2, 4, 6, 10; Pencils: 2B, 4B, 6B; Eraser.

(For Visual Art)


(For Music)

(For Visual Art)

**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.


(For Visual Art Education)
(For Music Education)
(For Music Education)
(For Music Skills)
(For Music Skills)
(For Music Education)
(For Music Education)
(For Visual Art Education)
(For Visual Art Education)
(For Music Education)
(For Music Education)
(For Music Education)
(For Visual Art Education)
(For Visual Art Education)
(For Visual Art Education)
Holt, D & Thompson, K 1980, *Developing competencies to teach music in the elementary classroom*, Merrill, Columbus.
(For Music Education)
(For Music Skills)

(For Visual Art Skills)

(For Visual Art Skills)

(For Music Education)

(For Visual Art Education)

(For Music Education)

(For Visual Art Skills)

(For music - optional)

(For Music Education)

(For Music Education)

(For Music Education)

(For Visual Art Skills)

(For Visual Art Education)

(For Music Education)

Tovey, DF *Essays in musical analysis*, OUP, Oxford, Vol 5.
(For Music Skills)

(For Visual Art Education)
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
<td>Discussion</td>
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<td>Private Study</td>
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<td>Unknown</td>
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ASSESSMENT DETAILS

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<th>Description</th>
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<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
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<td>999.00</td>
<td>20.00</td>
<td>02 Mar 2004</td>
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<tr>
<td>WRITTEN ANALYSIS &amp; COMPARISON</td>
<td>999.00</td>
<td>30.00</td>
<td>02 Mar 2004</td>
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NOTES:
1. Letter grades will be used in this course and displayed in the Notes Section.
2. VISUAL ART - Formative assessment continuous throughout semester.
3. MUSIC - Formative assessment continuous throughout semester.

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 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:
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:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

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 or in 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 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner’s convenience.

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 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

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

9 All assessment items must be submitted and passed.
10 Summative assessment items will receive one of the following letter grades: HD+, HD, HD-, A+, A-, A-, B+, B-B-, C+, C-, C-F or I. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

11 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.

OTHER REQUIREMENTS

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

2 Students are to use a recognised referencing system a specified by the course examiner.