Description: Early Childhood Arts Education

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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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<tbody>
<tr>
<td>ECE</td>
<td>2003</td>
<td>41273</td>
<td>1, 2005</td>
<td>ONC</td>
<td>1.00</td>
<td>Wide Bay</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: National Priority Teaching
ASCED code: 070101

STAFFING
Examiner: Lindy Austin

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: BEPR or BEEC or BESM or BESC or BEPG or BEPH or BPMH or BSMG or BECS or BECH or BEEG or BEEH or BPMU.

OTHER-REQUISITES
Pre-requisite: Students may only enrol in external mode if they are enrolled in an external program.

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. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

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

1. articulate the importance of visual art as a symbolic language of thinking, expression and communication;
2. describe the major theoretical approaches to integrated visual arts education in early childhood;
3. explain the symbolic development of young children;
4. articulate the principles of aesthetics and aesthetic education for young children;
5. demonstrate an understanding of the elements and principles of the arts and their application to an integrated early childhood educational program;
6. describe the media, techniques, and interactional strategies which support children's developing artistry in early childhood;
7. demonstrate ability to apply the techniques of working with 2- and 3-dimensional media to visual arts education in early childhood;
8. use written communication effectively and appropriately;
9. write clearly, grammatically correctly and with accurate spelling and punctuation.

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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<td>2. Major approaches to integrated 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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<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>
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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).

Book of Readings,

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 Queensland 1990, *Living by Design: Art Handbook for Teachers Years 1, 2 and 3*.
Dunn, PC 1995, *Creating Curriculum in Art*, National Art Education Association, Reston, VA.
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>13.00</td>
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<tr>
<td>Private Study</td>
<td>62.00</td>
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<tr>
<td>Project Work</td>
<td>62.00</td>
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<td>Tutorials</td>
<td>26.00</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
<td>10 Jun 2005</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>10 Jun 2005</td>
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</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (b) 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. Students should demonstrate a professional attitude and commitment by attendance at and participation in at least 80% of scheduled classes.

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 for each assessment item and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.

3 Penalties for late submission of required work:
   (b) 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 assessment items and achieve at least 50% of the available marks for overall summative assessment.

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 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.

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
ASSESSMENT NOTES

1 (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (e) The Faculty will NOT accept submission of assignments by facsimile.

OTHER REQUIREMENTS

1 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT ’BLUE CARD’. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.