

UNIT OUTLINE FOR EDP156.9 Creative Arts

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| Name of Unit 1 (Unit Code 1) |
| Creative Arts (EDP156.9) |

SECTION 1 – GENERAL INFORMATION

Administrative details

| Associated higher education awards | Duration | Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i> | Unit Coordinator <i>(incl. academic title)</i> |
|---|-----------------|--|--|
| Master of Teaching – Primary | One semester | 1 st year | Head of Program |

Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

| Unit credit points | Total course credit points |
|---------------------------|-----------------------------------|
| 6 credit points | 96 credit points |

Student workload

Using the table below, indicate the expected student workload per week for this unit.

| No. timetabled hours per week | No. personal study hours per week | Total workload hours per week |
|--------------------------------------|--|--------------------------------------|
| 3 | 6 | 9 |

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This unit will introduce students to teaching Primary Creative Arts including Dance, Drama, Media, Music and Visual Arts. The Arts curriculum framework for the unit is underpinned by the aims and learning outcomes outlined in the current Australian Curriculum: The Arts. It embraces the concept of the arts as central to children's individual, sensory, cognitive, emotional, physical development located within diverse socio cultural environments.

Learning outcomes for the unit

1. Understand how students learn and evaluate relevant pedagogies and philosophies in Creative Arts education
2. Differentiate and sequence learning and teaching in the Creative Arts disciplines (Music, Media Arts, Visual Arts, Dance and Drama), drawing on a critical understanding of child developmental stages (creative, physical, cognitive, emotional)
3. Justify and apply an understanding of the contribution of the Creative Arts to: students' personal, social and intellectual development; school culture; and to the wider community.
4. Identify and apply effective research-based processes and skills for curriculum design in the Creative Arts, considering learning environment and range of appropriate strategies and resources for planning, teaching, assessment, and evaluation.

Assessment tasks

| Type | Learning Outcome/s assessed | When assessed – year, session and week | Weighting |
|--|-----------------------------|--|-----------|
| Inquiry into 'creativity' <i>Synthesise research on 'creativity'. Present own understanding of creativity and its relationship to education in a creative format.</i> (1,200 words) | 1,2 | S2 Week 4 | 20% |
| Scope and sequence of multiple learning activities with associated assessment rubric/s <i>Plan a series of learning activities to demonstrate scope and sequence. Create assessment and feedback tools to accompany the lesson.</i> (1,800 words) | 1,2,4 | S2 Week 7 | 35% |
| Forum posts <i>Examine key issues of teaching and learning in the Creative Arts, challenge and justify points of view.</i> (3,000 words) | 1,2,3,4 | Weekly | 45% |

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Roy, D. (2015). *Teaching the Arts: Early childhood and primary education* (2nd ed.). Cambridge University Press.

Recommended reading:

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum: the Arts*. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/>

Dinham, J. (2014). *Delivering authentic arts education* (2nd ed.). Cengage Learning Australia.

Fox, E. J., & Shirmacher, R. (2012). *Art and creative development for young children* (7th ed.). Wadsworth Cengage Learning.

Jesson, J. (2012). *Developing creativity in the primary school*. McGraw Hill Open University Press.

Hallam, S. (2015). *The power of music: a research synthesis of the impact of actively making music on the intellectual, social and personal development of children and young people*. London: International Music Education Research Centre

Hosack, K. (2014). *Using the Visual Arts for cross – curricular teaching and learning: imaginative ideas for the primary school*. Routledge.

Houlahan, M. (2015). *Kodaly today: A cognitive approach to elementary music education*. Oxford.

Mardirosian, G., & Lewis, Y. (2016). *Arts integration in education: teachers and teaching artists as agents of change: theory, impact, practice*. Intellect.

Russell-Bowie, D. (2015). *MMADD about the Arts 4! An introduction to primary Arts education* (4th ed.). Pearson Education Australia.

Sinclair, C., Jeanneret, N., O'Toole, J., & Hunter, M. (2017). *Education in the Arts* (3rd ed.). Oxford University Press.

Recommended Journals:

Arts Education Policy Review

International Journal of Education & the Arts