



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6786 Creative Arts

Term 3 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6786 Creative Arts (3-6) (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Nicole Butler
Email: nicole.butler@unsw.edu.au
Availability: Email for availability

3. COURSE DETAILS

Course Name	Creative Arts
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html Six Wednesdays (November 13th to Dec 18 th) Time: 2pm-7pm Location: Matraville Sports High School (UNSW Annex)

SUMMARY OF THE COURSE

This unit is designed to provide students with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance and Drama develop students' foundational knowledge and understandings of the distinctive nature of subject disciplines. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Visual Arts, Music, Dance and Drama are examined and applied in the design and implementation of classroom practices in school settings.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- Assessment: The assessments have been re-designed and reduced from three to two tasks.
- Schedule: Last year the course was offered over five weeks. This year the course is scheduled over six weeks

STUDENT LEARNING OUTCOMES

Outcome		Assessments
1	Demonstrate a broad knowledge and understanding of the creative arts as distinct forms of representation, skill and knowledge.	1, 2
2	Demonstrate understanding of diversity within and across the arts in educational settings.	1, 2
3	Demonstrate understanding of content, concepts and pedagogy across all strands of the creative arts	1, 2
4	Demonstrate the ability to plan and implement developmentally appropriate creative arts learning experiences for a diversity of primary learners	1, 2
5	Demonstrate the ability to develop an appropriate range of resources which involve the integration of the creative arts and ICT	1, 2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessments
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.3.1	Include a range of teaching strategies	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority Area		Assessments
A. Aboriginal and Torres Strait Islander Education	1	1, 2
B. Classroom Management	10	2
C. Information and Communication Technologies	1-12	1, 2
D. Literacy and Numeracy	1	1, 2
E. Students with Special Educational Needs	3, 4, 6	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Content will cover education in Visual Arts, Music, Dance and Drama. For each strand, key concepts will be presented, as well as the structure of the syllabus, ways to plan, implement, assess and evaluate learning experiences and key teaching practices for suitable ways to perform/present students' work. The importance of balancing listening/viewing and production will be emphasised.

Visual Arts Concepts: artists as creator, scope of the art world and subject matter, roles of audience, purpose and critics, personal interpretation and meaning of visual representations, multimedia forms of representation.

Music Concepts: pitch, duration, structure, tone colour and dynamics.

Dance Concepts: action, dynamics, time, space, relationships and structure.

Drama Concepts: collaboration, role play, context, dramatic tension, contrast, time, space, focus and mood.

5. TEACHING STRATEGIES

Students will be involved in a variety of teaching-learning situations, including lectures and opportunities for cooperative learning such as workshops and group presentations. Practical ways for safe and respectful implementation of classroom teaching strategies will be a priority.

6. COURSE CONTENT AND STRUCTURE

This unit of study involves an intensive 6-week program of face-to-face sessions.

This is an **indicative** course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content **may** change to be adapted to the students' learning needs and interests.

Module/ Date	Overview
1 (13 Nov)	<p><u>Part One</u> Creative Arts: Creative Arts: where does it belong in the K-6 classroom. Overview of the arts world concepts. Situating the Creative Arts in the K-12 continuum.</p> <p><u>Part Two</u> Overview of the content structure and scope of the four artforms, Visual Arts, Music, Dance and Drama in the NSW Creative Arts Syllabus K-6. Assessment task planning and course overview.</p>
2 (20 Nov)	<p><u>Part One</u> Visual Arts Education: Understanding and teaching the concepts of artist, artwork, audience and the world in Making and Appreciating. Exploring key art movements and artist practice appropriate for the Kindergarten to Year 6 context. Developing a scope and sequence in a range of forms and subject matter.</p> <p><u>Part Two</u> Visual Arts Education: Workshop - Active participation in learning experiences, students engaged in artmaking practice to develop learning sequences from Early Stage 1 to Stage 3 incorporating strategies for making and appreciating. Group work.</p>
3 (27 Nov)	<p><u>Part One</u> In-class peer sharing session: During the workshop session you will be asked to present (max 5 mins) one of the Indigenous artworks (from Assessment 1) to your peers. More information about this activity will be made available on Moodle.</p> <p><u>Part Two</u> Creative Arts in the primary classroom: Managing Creative Arts lessons in the classroom. Catering for diverse student needs in Creative Arts learning. Assessment strategies for Creative Arts – innovative ways for managing assessment in the different artforms. Looking to the future: Controversies and new directions in Creative Arts education. The Australian Curriculum for the Arts. Integrating Creative Arts with other KLAs.</p>
4 (4 Dec)	<p><u>Part One</u> Drama Education: Understanding and teaching the elements and forms in Drama. How to engage in dramatic action through improvisation, movement, mime, storytelling and play building.</p> <p><u>Part Two</u> Drama Education: Workshop-Active participation in learning experiences, students engaging in making and performing to develop learning sequences from Early Stage 1 to Stage 3. Warm-up, improvisation, mime and play-building. Planning a unit of work based on a topic or theme culminating in a performance.</p>

<p>5 (11 Dec)</p>	<p><u>Part One</u> Music Education: Understanding and peer-teaching of concepts of duration, pitch, dynamics, tone colour and structure. Organising and representing sound using musical notation. How to engage students in the skill of listening, composing music and managing the music classroom.</p> <p><u>Part Two</u> Music Education: Workshop-Active participation in learning experiences, students working on performing, organising sound and listening to develop learning sequences from Early Stage 1 to Stage 3. Focus on the skill of performing, playing untuned percussion instruments, designing and playing an instrument made from household objects and/or tools, singing in unison/parts.</p>
<p>6 (18 Dec)</p>	<p><u>Part One</u> Dance Education: Understanding and teaching the elements of dance including action, dynamics, time, space, relationships and structure. The relationships between elements and opportunities for performing and participating in dance.</p> <p><u>Part Two</u> Dance Education: Workshop-Active participation in learning experiences, students working on performing, composing and appreciating to develop learning sequences from Early Stage 1 to Stage 3. The experience of dance: feeling movement and body-mind connection. Importance of warm-up and cool-down. Dance as a physical activity and dance as an artform. Peer teaching, learning and performing a routine.</p> <p><i>In-class: complete reflection and on-line course evaluation</i></p>

7. RESOURCES

Required Readings

NSW Board of Studies (2001). Creative Arts K-6 Syllabus. Board of Studies: Sydney.
 NSW Board of Studies (2001). Creative Arts K-6 Units of Work. Board of Studies: Sydney.
 NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

****See Moodle for additional required readings***

Recommended Readings

Dinham, J. (2013). *Delivering Authentic Arts Education*, Cengage Learning Australia. Ebook via UNSW library: <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=1990987>

Further Readings

Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts*. Camberwell, VIC: Palgrave Macmillan.
 Ewing, R. (2010). *The arts and Australian education: Realising potential*. Camberwell, VIC: ACER
 Ewing, R. & Simons, J. (2016). *Beyond the script: Drama in the English and literacy classroom*. Sydney: PETAA.
 Howland, J Jonassen, D. & Marra, R. (2012). *Meaningful Learning with Technology* (4th ed). Harlow, Essex: Pearson
 Posten- Andersen, B. (2008). *Drama- Learning connections in primary schools*. South Melbourne: Oxford University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Pre-assessment: Syllabus Quiz	~500 words (equiv)	Hurdle				Tues 12 Nov By 5pm
1. Indigenous Creative Arts	2000 words	40%	1, 2, 3, 4, 5	2.2, 2.3, 2.6, 3.1, 3.3	A1; B10; D1; C1-12; E3-4	Mon 25 Nov By 5pm
2. Integrated scope and sequence plan	3000 words	60%	1, 2, 3, 4, 5	2.2, 2.3, 2.6, 3.1, 3.3, 5.1, 5.2	B10; D1; C1-12; E3-4, 6	Fri 20 Dec By 5pm
Reflection: Student impact, knowledge extensions or gaps	~500 words	Hurdle				In class 18 Dec

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Pre-assessment: Syllabus Quiz

Read the *Creative Arts K-6 Syllabus* and complete the quiz (to be made available on course Moodle page) before the beginning of the course.

Assessment 1. Interpreting Indigenous Creative Arts practices using syllabus concepts

You will be provided with examples of Indigenous artworks for each of the artforms. With reference to the Creative Arts K-6 Syllabus explain how each of these creative forms functions as a representation of artistic practice. Additional criteria for the assessment will be provided on Moodle.

Assessment 2. Integrated scope and sequence plan

Design a scope and sequence/unit overview for an integrated unit of work in which students engage in learning in each of the four artforms. Additional criteria for this assessment will be provided on Moodle.

Reflection: Student impact, knowledge extensions or gaps

Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. Upload your 500-word response to Moodle before the end of the course.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6786 CREATIVE ARTS

Student Name:
 Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-) _____ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriate Indigenous works and artists in Visual Arts, Music, Dance and Drama selected for primary aged students • Identification of key Creative Arts K-6 Syllabus components • Demonstrates respect of the Indigenous perspectives 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Clear explanation of the artwork and how the work represents the artists ideas • Appropriate use of Indigenous protocols • Integrates references to the Creative Arts syllabus • Expresses a deep understanding of the cultural and practical implications of each artform 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer
 Recommended: /20 (FL PS CR DN HD)

Date
 Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6786 CREATIVE ARTS

Student Name:
 Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-)	_____	(+) _____	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clear planning of an integrated unit of work using a theme/topic • Identification and explanation of concepts/elements, outcomes and content for each of the four artforms within the planning of the integrated unit of work 				
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Stage appropriate artists/artworks, activities and resources identified for each artform • Clear description of how students will explore Creative Arts practices and what students will make and/or perform • Thorough analysis of how students will be assessed and the integration of Creative Arts with other Key Learning Areas 				
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 				
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 				
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 				
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME				

Lecturer Recommended: /20 (FL PS CR DN HD)

Date Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**