



Course Outline

Code: EDU214

Title: Teaching Arts in the Early Years

School:	Education
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Dr Rachael Dwyer Email: rdwyer@usc.edu.au
Course Moderator:	Dr Sharon Louth

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

1. What is this course about?

1.1 Description

In this course you will investigate and apply the five subjects of the Australian Curriculum: Arts (Music, Drama, Dance, Visual Arts and Media) to learning and teaching in the early years of primary school. You will develop practical discipline-specific skills in each Arts subject. You will design and implement engaging learning experiences for young learners in the Arts and you will consider the role of the Arts to engage and support diverse learners. You will also investigate the range of resources available for learning and teaching in this discipline and collate an e-portfolio of resources to assist you in your future teaching.

1.2 Course topics

- Australian Curriculum: The Arts
- Research and theories on the place of The Arts within Early Years learning
- Age-appropriate pedagogies in The Arts
- Designing learning experiences in The Arts for young learners
- Australian Curriculum-based artistic practice
- Integrated curricular, cross-curricular and wider educational priorities

2. What level is this course?

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Articulate knowledge and understanding of concepts, substance, structure and teaching strategies for the Australian Curriculum: Arts for early years learners	Task 1 Task 2 Task 3	Knowledgeable Creative and critical thinkers
Develop discipline-specific knowledge and skills in each Arts subject to effectively facilitate Arts learning experiences	Task 3	Engaged Empowered
Explain, justify and reflect on strategies to support student participation and engagement in classroom Arts activities, including diverse students of varying abilities and characteristics including Aboriginal and Torres Strait Islander learners.	Task 2 Task 3	Engaged Empowered
Selects and evaluates appropriate resources for learning experiences that draw upon pedagogical, curriculum and assessment knowledge and skills within The Arts curriculum.	Task 2 Task 3	Knowledgeable Creative and critical thinkers

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

This course is only available to students enrolled in ED304 or ED303 or UU301 or XU301

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

EDU319

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Feedback on Task 1b will be provided within two weeks of the due date. In Week 4, you will have an opportunity to discuss your plans for Task 2 with your tutor.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration/length	When should I submit?	Where should I submit it?
1a	Online Quiz: Design	Individual	25%	500 words equivalent	1a: Week 2	Online quiz tool
1b	Online Quiz Completion				1b: Week 3	Blackboard (SafeAssign)
2	Early Years Art Program Information Presentation	Group	30%	15 minutes	Written: Monday Week 8 Presentation: Week 8-9	Blackboard (SafeAssign) In tutorials
3	Reflective Arts e-Portfolio	Individual	45%	2000 words equivalent	Week 10	Blackboard (SafeAssign)
			100%			

Assessment Task 1a and 1b: Online Quiz

Goal:	The goal of this task is to demonstrate your developing knowledge of the Arts
Product:	Online Quiz: Creation and completion of peers' quizzes
Format:	Part a: You are to create a 20-question, multiple choice quiz that demonstrates your knowledge of the Australian Curriculum: The Arts, and the introductory readings for this course (see Blackboard for specific chapters). Guidelines for how and when you should share your quiz with your peers will be provided on Blackboard. Part b: You are to complete 2 of the quizzes created by your peers . You will take a screen-shot of the score-cards and submit these, along with your quiz questions via SafeAssign, with the correct answers highlighted. Detailed instructions on what you should submit are available on Blackboard. It is crucial that you read these instructions before commencing work on this task.
Criteria:	Knowledge and understanding of relevant curriculum, theory and pedagogy. Written communication, including clarity of expression, accuracy and formatting

Assessment Task 2: Early Years Arts Education Information Presentation

Goal:	The goal of this task is to communicate your understanding of the role of Arts in early years learning
Product:	Early Years Art Education Information Presentation
Format:	<p>You are an Early Years teacher in a school setting. Together with 2 of your colleagues, you will plan and deliver a 15-minute Early Years Arts program Information Session for parents and carers, justifying the place of The Arts in your curriculum.</p> <p>You will need to:</p> <ul style="list-style-type: none"> • Ensure that the presentation is relevant for an audience of parents and carers • Use research to advocate for quality education in The Arts • Justify and explain the place of The Arts in early childhood learning and the approach you are adopting in your classroom • Explain how the Arts Program will address Australian Curriculum: The Arts • Articulate pedagogical approaches used to plan, implement, make judgements and report on children's learning. • Explain how you are going to support learner participation and engagement through classroom organisation and utilising inclusive strategies for supporting student wellbeing and safety <p>Additionally, as individuals you are required to complete a work diary to document all team meetings, your team goals and strategies and develop a list of resources required to implement the project. You should record your active contribution to the planning, researching and presentation of your group work in your work diary.</p>
Criteria:	<ul style="list-style-type: none"> • Knowledge of research, theories and approaches to Arts education and the Australian Curriculum: The Arts • Justification of the importance of Arts education in the early years, appropriate for an audience of parents/carers • Oral communication skills, including use of appropriate audio-visual resources • Documentation of individual's contribution to the group

Assessment Task 3: Reflective Arts e-portfolio

Goal:	The goal of this task is to demonstrate your developing knowledge and skills in Arts practice, pedagogy, and your ability to select appropriate resources for teaching Arts in the early years.
Product:	Portfolio of Arts practice, lesson plans, teaching resources and reflections
Format:	<p>To assist you in your future teaching of the Arts in the early years you are required to develop a portfolio that illustrates your journey with The Arts in this course. This must include:</p> <ul style="list-style-type: none"> • A selection of your personal art making from the tutorials. This may include drawings, paintings, 3D objects, photographs, video and audio recordings. • Reflective commentary connected to your art making and other learning experiences in the course, that considers your confidence, learning and growth in the Arts, and what this means for your future practice as an early years teacher. This should include references to the course readings and curriculum documents. Prompts and examples will be provided on Blackboard. • A review of 5 teaching resources, drawn from the sources in the resource bank. You will be required to evaluate the resources and provide a brief description of how you might use it in your early years setting. This should include specific references to content descriptions in the Australian Curriculum: The Arts for Band F-2. <p>The e-portfolio platform should be selected on personal preference (e.g. Pebblepad, Wix or Weebly). The design within your e-portfolio will reflect your knowledge, understanding and experiences both visually and in content, it will be easily navigable and appropriately formatted. Instructions for how you should submit this task are available on Blackboard. Failure to follow these instructions may result in delays in your work being marked.</p>
Criteria:	<ul style="list-style-type: none"> • Demonstrates discipline-specific knowledge and skills relevant to teaching The Arts • Reflects on personal learning experiences, making connections with Arts curriculum and pedagogy • Selects and evaluates resources that facilitate authentic learning in The Arts • Written communication skills and academic literacies including English expression, grammar, spelling, punctuation and APA referencing

7. What are the course activities?**7.1 Directed study hours**

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1 Week 1 - 3	<ul style="list-style-type: none"> • Introduction to the Australian Curriculum: Arts - Music, Drama, Dance, Visual Arts and Media • Research in quality Arts education • Developing practical knowledge and skills in The Arts
Module 2 Week 4 - 6	<ul style="list-style-type: none"> • Inclusive Arts practices for diverse cultures (including Aboriginal and Torres Strait Islander, Asia Pacific, and western cultures) • Using ICTs in the Arts • Developing practical knowledge and skills in The Arts • Communicating pedagogical and curriculum knowledge with parents/carers
Module 3 Week 7 - 10	<ul style="list-style-type: none"> • Resources in the Arts • Strategies for supporting student wellbeing and safety • Implementing authentic arts experiences for all students • Assessment and reporting in the Arts

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Judith Dinham	2016	Delivering Authentic Arts Education (3 rd edition)	Cengage Learning

8.2 Specific requirements

Personal Art materials including visual art diary, coloured pencils or textas, glue and scissors. A list of essential free mobile applications to be downloaded is available on Blackboard. Optional: guitar or ukulele.

9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

Assessment Task	Australian Professional Standards for Teachers (Graduate)
	Developing
Task 1: Online Quizzes	1.2; 2.1; 2.5; 4.1; 5.1
Task 2: Early Years Arts Program Information Presentation	2.1; 2.2; 2.3; 3.1 3.2; 3.3; 3.4; 4.1; 4.2; 4.4; 7.3
Task 3: Reflective Arts e-Portfolio	2.1; 2.2; 2.3; 2.4; 2.6; 3.1; 3.3; 3.4; 4.1; 4.2; 4.4; 5.1