EDAR102

Integrated Creative Arts Education 2

Unit Outline

Bachelor of Education (Primary)

McAuley at Banyo Campus

Semester 2 2006

Lecturer in Charge: Dr. Tracey Sanders
Telephone  07 3623 7287
Email:  t.sanders@mcauley.acu.edu.au
Mobile:  040 7789321

Lecturers:  Dr. Tracey Sanders - Drama
Dr. Lindsay Farrell/Ms Evelyn Chapman - Visual Arts
Ms Rachael Jacobs - Music
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>1</td>
</tr>
<tr>
<td>UNIT DESCRIPTION</td>
<td>3</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>3</td>
</tr>
<tr>
<td>CONTENT</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING ORGANISATION</td>
<td>4</td>
</tr>
<tr>
<td>PROPOSED PROGRAM</td>
<td>5</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>7</td>
</tr>
<tr>
<td>ACADEMIC REGULATIONS</td>
<td>8</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>10</td>
</tr>
<tr>
<td>APPENDIX 1: ASSIGNMENT 1 RATIONALE FOR UNIT</td>
<td>13</td>
</tr>
<tr>
<td>APPENDIX 2: ASSIGNMENT 2 CASE STUDY</td>
<td>15</td>
</tr>
</tbody>
</table>
UNIT CODE: EDAR102

UNIT TITLE: Integrated Creative Arts Education 2

UNIT DESCRIPTION

An understanding of the nature of the creative arts, the creative process and children’s artistic development is essential if a balanced curriculum is to be achieved. The creative arts are a basic part of the child’s environment. Therefore, a child's ability to understand, interpret, criticise and express themselves in art forms is fundamental. Teachers need personal experience in the skills and processes that go into the making, experiencing and interpreting of the arts.

LEARNING OUTCOMES

At completion of this unit students will be expected to be able to demonstrate:

• Understandings of key curriculum concepts and pedagogy in an arts area and how these are engaged, interpreted and explained creatively in the primary classroom
• An ability to critically evaluate particular arts curriculum and learning experiences.
• An understanding of a variety of curriculum planning approaches in the arts
• The ability to plan for learning in the arts using a range of teaching and learning approaches
• An ability to plan, implement and evaluate sequenced learning and assessment experiences for students of different ages.

CONTENT

Topics will include:

• The importance of child play - an introduction to drama education
• Initiating drama - pretexts, process drama & story drama
• Understanding drama elements, conventions & assessment
• Integrating The Arts
• Introduction to teaching music
• Planning for learning in and through music
• Assessing music outcomes
• Introduction to teaching visual arts and dance
• Planning for learning in and through visual arts and dance
• Making, displaying and appraising artworks
TEACHING ORGANISATION

Lectures and tutorials will be interactive in order to promote student-centred learning. In order for meaningful learning to take place, students are required to attend and involve themselves fully in the weekly lectures, tutorials and web discussion groups.

**On-line resources**

In order to assist you with the learning activities associated with this unit, considerable on-line material has been provided on E Reserve. ([http://dlibrary.acu.edu.au/library/elreserve.htm](http://dlibrary.acu.edu.au/library/elreserve.htm))

It is essential that you familiarise yourself with these resources as they underpin the pedagogical and theoretical frameworks that you will be learning in, through and about the Arts.

A variety of teaching methods will be employed to enable the student to investigate theoretical aspects of creative arts experiences and critically evaluate a range of theories of creative arts education. Three hour timetable commitment per week. Lecture: 1 hour. Tutorial: 2 hours. *All students are expected to attend all lectures and tutorials and participate fully.*
## Proposed Work Program

<table>
<thead>
<tr>
<th>Lecture Week</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Tutorial Activities</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
Lee, T. (1997) *Drama as Learning*. Unpublished article written for Griffith University Bachelor of Education (Primary) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Dance in the primary classroom.</td>
<td>Dr. Tracey Sanders</td>
<td>Accessible ways to introduce dance in the primary classroom.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT OVERVIEW

Assessment Item 1: Curriculum Unit (thematically integrating drama, visual arts and music. 2000 words approximately (50%)
Due Date: Week 9 Lecture Time.

You are required to write a curriculum unit for the upper primary school with the theme ‘Medieval’. This unit must show the integration of the arts disciplines drama, visual arts and music across a four week period in one school term. This curriculum unit will be included in the ‘McAuley Medieval Fayre’ website, a developing teachers’ resource by Dr. Tracey Sanders.

This assessment item relates to students being able to demonstrate:
• an understanding of a variety of curriculum planning approaches in the arts
• the ability to plan for learning in the arts using a range of teaching and learning approaches
• an ability to plan, implement and evaluate sequenced learning and assessment experiences for students of different ages.

See Appendix 1 for full details

Assessment Item 2: Case Study 1500 words (50%)
Due Date: Week 6. Lecture Time

A case study on one primary generalist school teacher and their understanding and usage of the Arts strands in their classroom/school. This will include your own positional statement on the importance of integrating the arts into any primary school context.

This assessment item relates to students being able to demonstrate these learning outcomes:
• understandings of key curriculum concepts and pedagogy in an arts area and how these are engaged, interpreted and explained creatively in the primary classroom
• an ability to critically evaluate particular arts curriculum and learning experiences.

See Appendix 2 for full details

SUPPORT FOR STUDENT LEARNING

Available Support
Students who are experiencing difficulties with learning, life issues, pastoral/spiritual concerns or have a disability/medical condition which may impact on their studies, are advised to use the professional help that is available through the University resources. The following advisers are available to assist students:

Academic Skills Advisers: Ms. Ann Majkut 3623 7174 a.majkut@mcauley.acu.edu.au
Ms. Margaret Bardon 3623 7439 m.bardon@mcauley.acu.edu.au

Counsellors: Mr Tim Baxter (careers) 3623 7237
Contact with lecturer

Contact with lecturer is best made by email:
Dr. Tracey Sanders  t.sanders@mcauley.acu.edu.au  Room. E.C.33
Rachael Jacobs: r.jacobs@mcauley.acu.edu.au  Room G.C.07
Evelyn Chapman: Please email Tracey
Dr. Lindsay Farrell: l.farrell@mcauley.acu.edu.au E.C. 08

ACADEMIC REGULATIONS

Extension for an assignment
A student may apply to the Lecturer-in-Charge for an extension to the submission date of an assignment. Requests for extension shall be made on or before the due date for submission, and must demonstrate exceptional circumstances which warrant the granting of an extension.

Assignments submitted after the due or extended date will incur a 10% penalty of the maximum marks available for that assignment. Assignments received more than three calendar days after the due or extended date will not be allocated a mark.

All students should acquaint themselves with the Academic Regulations. The regulations can be found in the Faculty Handbook which is online at http://inet.acu.edu.au/node.cfm/F3C7B640-02F8-4979-BF99BF336D99128F

OTHER REQUIREMENTS

Blue Card Requirement
The Commission for Children and Young People and Child Guardian requires everyone working with children to have a valid blue card. Thus, all students must be able to produce their valid blue card at any time they are in a preschool, school, child-care or similar setting. The Commission has indicated that the turnaround time after application for a blue card is generally 6 to 8 weeks. It is imperative that students in any Education course who do not have a blue card apply for one immediately. Application should be made on Form S (Student blue card application form)
obtainable from the Commission’s website. Completed application forms, together with identification documents are to be submitted to the School of Education office. **No fee** is involved for this application on Form S. (See: [http://www.childcomm.qld.gov.au/index_flash.html](http://www.childcomm.qld.gov.au/index_flash.html)).

**Attendance requirements**
Attendance at scheduled lectures and classes is expected. It is compulsory to attend classes so designated in Unit Outlines. *This regulation has particular relevance to a professional and vocational course like the Bachelor of Education (Secondary) Graduate Entry, which involves skill formation and leads to professional registration by an agency external to the University.*

**Referencing Style to be Used**
In all School of Education units, students are to use the American Psychological Association’s [APA] style of referencing. Full details of this style are available in APA’s publication manual, as follows:
Helpful information on referencing electronic sources may be found at the official APA site at the address below:
[http://www.apastyle.org/elecsource.html](http://www.apastyle.org/elecsource.html)

Other helpful resources include:
    - Library (from inetACU QUICKLINKS menu – on top right of screen)
    - Library Guides (under Help and Training)
    - How to reference
    - APA
    - Explore the site as necessary
REFERENCES

Required texts:


Highly Recommended Resources for teaching The Arts (available from bookshop)

Music


Drama


Visual Arts


Dance

Recommended readings:


Drama pedagogy

Music pedagogy

Visual Arts Pedagogy

Dance Pedagogy

Media Pedagogy

Videos:

Websites:
Artsinfo: http://www.arteriednet.getty.edu
Curriculum: http://www.qscc.qg.au
Arts Ed Net USA: http://www.arteriednet.getty.edu
ABC – www.abc.net.au
Arts Ed Net USA -http://www.arteriednet.getty.edu
Artsinfo - http://www.artsinfo.net
Australian Centre for Arts Education - http://education.canberra.edu.au/centres/acac
Australian Visual Arts Internet Resources
Kodaly Music Education Institute of Australia www.kodaly.org.au
Queensland Art Teachers’ Association http://www.qata.qld.edu.au/
Queensland Studies Authority  http://www.qsa.qld.edu.au/yrs1_10/
Drama Queensland: www.dramaqueensland.org.au
Queensland Schools Curriculum Council: www.qscc.qld.gov.au
Appendix 1: Assignment 1 – Curriculum Unit Outline. 2000 words equivalent in total

Due Date: lecture time Week 12

Weighting 50%

You are required to develop an integrated curriculum unit that thematically links the art forms, drama, music and visual arts. The theme will be ‘Medieval’ and the curriculum unit will be aimed at the upper school, Level 3/4 outcomes. Your unit will be part of a teacher’s resource website on the ‘McAuley Medieval Fayre’ and must be professional and comprehensive enough for teachers to apply in the primary school classroom. The unit should run over four weeks duration and clearly show how all three arts disciplines (not dance) can be addressed effectively in a generalist primary curriculum. You should plan for four drama lessons, four visual arts lessons and four music lessons over the four week period, i.e 16 lessons. Each lesson should be 1.5 hrs long. Realistically, you will not be able to do all lessons on the same day - they should be spanned across each week of the four week block. You can indicate where one lesson may encompass another art form e.g. in drama, you may require children to design something that is part of their art lesson. You should outline your weekly lessons detailing any complementary activities that might feed into the theme you are teaching. Whilst it is difficult to avoid being ‘hypothetical’ here, this planning will give you important insight into how an integrated arts module is formulated. Remember, this is an intensive curriculum unit of work so whilst there may be quite a lot of time given to Arts subjects over the four week period, this would be part of one term and would serve for assessment purposes for reporting about the Arts strand for two terms (one semester) work.

You are not required to write lesson plans in full detail but rather (as in the modules) use point form explanation with a clear throughline and appropriate learning experiences.

Your unit must include:

- A title
- A purpose statement/rationale
- A focus overview including core learning outcomes addressed, cross-curricular priorities.
- Four overarching phases that help span your lesson plans: Orientating, Enhancing, Synthesising and Reflection. Each week will concentrate on one phase for all three art forms.
- 16 lesson plans over 4 weeks
- Assessment within the unit - four relevant assessment instruments including criteria sheet
- Any Background information
- Support materials and references
- Teacher Resources
- Student Resources
  - Any worksheets for detailed lessons

Submission of assignment:
You are to submit your assignment to the assignment box located in the School of Education by 4pm on the due date. It is mandatory that you attach to your paper copy:
- a completed assignment coversheet
- a printout of the criteria sheet

You must also submit your assignment electronically to Dr. Tracey Sanders (Word format) for posting onto the resource website. Failure to do this, will result in your assignment not being marked until the electronic copy is received.
# ASSIGNMENT 1 CRITERIA SHEET
## CURRICULUM UNIT

**Student:**

**Due Date:**

**Weighting:** 50%

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible result</th>
<th>Result</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Organisation/Quality of Learning Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is sufficient detail to convey the content foci and process emphases in each phase.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning strategies and experiences are appropriate and well thought out for designated age group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical, sequential progression throughout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilize a variety of pedagogical strategies to facilitate learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate accurate time allocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Allow for the demonstration of learning outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Integration</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attention to the effective integration of the strands drama, visual arts and music in ways that privilege the elements and conventions of each art form.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Techniques and Instrument:</strong></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide an opportunity for students to demonstrate that they have achieved at least three of the core learning outcomes in each strand area at least once.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clearly demonstrate how the teacher will gather evidence and make judgements of student achievement of the learning outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relate to the module and are interesting, relevant, stimulating and appropriate for the level being taught.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflect significant and effective effort in locating material relevant to the learning activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written expression and presentation</strong></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of proof reading, clear and logical writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The module is of an appropriate length</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The referencing system and the list of references comply with the APA style of referencing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Result** /50
Appendix 2: Assignment 2 - Case Study 1500 words (excluding appendices and references)  
**Weighting 50%**  
**Due Date: Week 8.**

You are required to interview a primary school teacher and critically discuss how appropriately the teacher/school in your case study incorporates the Arts in their curriculum. You must include an interview transcript of the interview. (This will be discussed with you and an exemplar provided on E reserve. This transcript is part of the Appendices) You must include an introductory section outlining the importance of integrating the arts into any primary school context. You should link this section to at least five scholarly research references. Summarise the findings of your case study with a final recommendation.

Your interview may explore the following. You may use sub-headings for each section.

- Their usage of the Arts in their own classroom
- Their opinion of the use of the Arts in the primary classroom
- Their understanding of the current Years 1-10 Arts syllabus
- The status of the Arts in their school
- Their own training in using Arts education in the primary school.

The interview transcript (with numbered lines) should be included in an Appendix to the assignment.

It is important you do not use the teacher’s real name or their school’s name in your discussion. Please use a pseudonym.

**Submission of assignment**  
You are to submit your assignment to the assignment box located in the School of Education by 4pm on the due date. It is mandatory that you attach to your paper copy:

- an assignment coversheet complete with signed declamation of originality
- a printout of the criteria sheet
ASSIGNMENT 2 CRITERIA SHEET
CASE STUDY

Student Name:  
Student Number: 
Due Date: Week 6  Weighting: 50% 
Date Submitted: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Result</th>
<th>Result</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of positional argument about the integration of the Arts in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of research using at least 5 different sources</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to argue the case succinctly and with understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview research and reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Authentically and concise discussion of teacher interview</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with understanding and critical appraisal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Insightful summary relating the recommendations to the findings of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your case study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview transcript accurately done and provided for perusal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written expression and presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of proof reading, clear and logical writing.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The writer uses sophisticated academic expression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quotations and references drawn from the six research sources are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>integrated into the writer’s text in an effective way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The referencing system and the list of references comply with the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA style of referencing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result / 50