



EDCU13018 *The Arts*

Term 1 - 2018

Profile information current as at 13/12/2025 03:55 pm

All details in this unit profile for EDCU13018 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In *The Arts*, students will be introduced to curriculum frameworks and a range of pedagogical approaches for teaching and using the five different discipline areas of the arts in educational contexts. They gain personal practical experience in using the different symbol systems and ways of understanding and representing the world that the Arts provide and build their understanding of how arts practice relates to the formation and expression of social values, beliefs and identity. They evaluate their own experiences and practice throughout the unit to develop understanding of the skills, techniques and classroom strategies appropriate for teaching *The Arts* in discipline specific, interrelated and integrated ways and to build appreciation for ways in which *The Arts* provide engaging learning experiences which promote creativity, communication, social and cultural knowledge and innovation.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 50%

2. **Presentation and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student course evaluation feedback

Feedback

The arts challenges and assessment were a lot of work

Recommendation

Review the combination of arts challenges (which scaffold and support learning across the five arts areas) and the assessment task to ensure learning across the arts is supported appropriately.

Feedback from Student course evaluation feedback and reflections in assessment

Feedback

Many students reported the course challenged them to think outside the box and try new things

Recommendation

Continue to promote opportunities to extend student learning and creativity and encourage students to develop their problem-solving and reflective capacities.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks.
2. Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education.
3. Critically reflect on the development of professional knowledge and personal learning in the arts.
4. Describe the positive contribution of the arts in education and to participation in contemporary society.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•		•
2 - Presentation and Written Assessment - 50%	•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•			
3 - Critical Thinking	•		•	•
4 - Information Literacy		•	•	
5 - Team Work				
6 - Information Technology Competence	•			
7 - Cross Cultural Competence				•
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•		•	•			
2 - Presentation and Written Assessment - 50%	•	•	•	•	•	•				

Textbooks and Resources

Textbooks

EDCU13018

Prescribed

Delivering authentic arts education

Edition: 3rd ed (2016)

Authors: Dinham, J.

Cengage Learning

South Melbourne , VIC , Australia

Binding: Paperback

Additional Textbook Information

There is also an e-book version of this text that can be purchased.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Glenda Hobdell Unit Coordinator

g.hobdell@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The arts in education - values and contributions to learning	Chapter 1: Putting you in the picture - the rationale and context for arts education Australian Curriculum: The Arts - Rationale, Aims, Introduction, Key Ideas, Structure	Zoom session Wed 07-03-2018 5-7pm

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Arts Curriculum - creativity and cross-curriculum priorities	Chapter 2: The features of authentic arts education Australian Curriculum: General Capabilities & Cross-curriculum priorities	Zoom session Wed 14-03-2018 5-7pm

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Visual Arts	Chapter 10: Visual Arts Australian Curriculum: The Arts - Visual Arts	Zoom session Wed 21-03-2018 5-7pm
Week 4 - 26 Mar 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Media Arts	Chapter 8: Media Arts Australian Curriculum: The Arts - Media Arts	Zoom session Wed 04-04-2018 5-7pm
Week 5 - 02 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Design and selection of art works and resources	Chapter 4: Children at the centre	Zoom session Wed 04-04-2018 5-7pm
Vacation Week - 09 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 16 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Zoom session 18-04-2018 5-7pm
Drama	Chapter 7: Drama Australian Curriculum: The Arts - Drama	Digital resource package for arts learning: Visual arts & Media arts Due: Week 6 Tuesday (17 Apr 2018) 11:45 pm AEST
Week 7 - 23 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Music	Chapter 9: Music Australian Curriculum: The Arts - Visual Arts	Zoom session Wed 25-04-2018 5-7pm
Week 8 - 30 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Dance	Chapter 6: Dance Australian Curriculum: The Arts - Music	Zoom session Wed 02-05-2018 5-7pm
Week 9 - 07 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Planning for arts learning	Part 3: Units of inquiry Australian Curriculum: The Arts -	Zoom session Wed 09-05-2018 5-7pm
Week 10 - 14 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
The Arts and links to other curriculum areas	Chapter 3: Being an effective teacher in The Arts Australian Curriculum: The Arts	Zoom session Wed 16-05-2018 5-7pm
Week 11 - 21 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Presentation skills and reflective practice		Zoom session Wed 23-05-2018 5-7pm
Week 12 - 28 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Presentation reflection and evaluation		Performing Arts - Learning in Action Due: Week 12 Tuesday (29 May 2018) 11:45 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Attendance at 80% of on campus sessions or engagement in 80% of online activities is required.

Assessment Tasks

1 Digital resource package for arts learning: Visual arts & Media arts

Assessment Type

Practical and Written Assessment

Task Description

This task involves developing your own arts learning in the Visual Arts and Media Arts and then creating a related digital resource package that could be used with a targeted group of students.

1. Complete the first **three arts challenges**, documenting your process, outcomes and learning using your own blog. Post the links on the forum for sharing this work including a short reflection about what you have learnt (approx 300 words each).
2. Build on the outcomes of the art and media challenges to **create an 'identity' or 'place' digital resource package** to support visual arts and media arts learning for children in a specific band of schooling (as related to the Australian Curriculum: The Arts). The package should **embed activities related to the challenges** by developing these further as the basis for the resource package that is to be specifically designed to be used by and with students. You will need to adapt the activities to suit the year level. Attention must be paid to the design of the package and use of visual elements including layout, use of fonts, colours, imagery, etc to ensure that it appeals to the targeted group of students.
3. **Model and support student learning through including at least 3 examples of significant visual or media art works with appreciation statements, questions and possible activities.** The questions, guidance and activities for students must be included in age appropriate language. Consideration must also be given to encouraging learning about social, cultural and historical contexts (including Aboriginal and Torres Strait Islander perspectives and art). Remember you need to support student learning in making art products and responding to artworks.
4. **Develop assessment strategies and tools** that accompany the resource. The materials should show consideration of assessment processes including ways to support 'assessment as learning' in the Arts. An example of what a final project/assessment product might look like should be embedded in the package as it must include arts works that you have created (remember to adapt these to suit the focus group).
5. Include **a written justification for teachers** that introduces your resource package and demonstrates your understanding of the purposes of the arts (reflecting key ideas in the arts rationale), the learning intent as related to the curriculum and the learning areas of Visual Arts and Media Arts. The justification must identify contributions that the Arts make to learning (including the formation and expression of social values, beliefs and personal identity). This section should include references to relevant academic literature as well as curriculum documents. You may need to include a section for teachers that includes other advice required for a teacher to facilitate the process.

Assessment Due Date

Week 6 Tuesday (17 Apr 2018) 11:45 pm AEST

Length: Blog posts + 1500 words for package (or equivalent) This assessment task draws on the following Australian Professional Standards for Teachers: 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.5, 5.1

Return Date to Students

Week 8 Friday (4 May 2018)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

- Completion of arts challenges 1-3 (including reflections on learning and teaching)
- Demonstrated knowledge and understanding of The Arts curriculum with specific reference to Visual Arts and Media
- Selection and presentation of visual art and media works with appropriate analysis
- Development of appropriate teaching and learning resources and activities including assessment
- Demonstrated application of appropriate visual arts and media elements in creation and presentation of the package
- Concise and coherent communication of ideas, and creative presentation of work

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online Please upload a version of content that can be scanned by Turnitin. Please make sure you include a URL for your blog

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks.
- Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education.
- Describe the positive contribution of the arts in education and to participation in contemporary society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

2 Performing Arts - Learning in Action

Assessment Type

Presentation and Written Assessment

Task Description

This task involves developing your own arts learning in the Performing Arts (Dance, Drama and Music), before finding a source for and creating a pre-text, planning a learning experience or workshop, conducting it with a class or group of children and evaluating and reflecting upon your learning.

1. Complete the **second set of arts challenges** using your own blog to document your process and outcomes and implications for classroom learning and teaching (approx 300 wds each). Post the links on the forum for sharing this work each week.
2. In small groups, **create a performing arts workshop or learning experience** that links to a specific band of the curriculum, builds on your learning from the arts challenges and could be used within a formal /informal arts learning context. This should use an effective pre-text which will be a key stimulus for the presentation - we recommend using a piece of literature or story (suggestions attached) and creating your own digital pre-text product (monologue/image series/video, etc).
3. **Deliver your learning experience, presentation or workshop** (on campus students will present in groups in a school or a context to be negotiated with your lecturer/tutor; distance students may need to present individually). The facilitated session should go for approximately 20+ minutes duration (this is a guide for time, but will need to be negotiated with the teacher/organiser), and equally utilise each group members personal presentation and performing arts skills.
4. You will **design and submit appropriate lesson plans** to support the experience with an Arts focus and drawing on your learning in the arts challenges (at least one lesson per group member). If you work in groups, lessons may be linked, but each one needs to have its own specific focus. E.g. they could focus on different art forms, or they could focus on a different part of a process that might run over several lessons.
5. Complete an **Individual written reflection and evaluation**. Evaluate the effectiveness of the selected arts strategies used in the presentation/workshop; reflect on your personal arts learning as a result of the planning and

performing aspects of this task; and identify the professional understandings you have developed throughout the course with reference to appropriate literature.

(Distance students must have a mentor teacher or responsible adult verify that the session was delivered and be willing to provide brief written feedback).

Suggested texts for development of an original pretext: *Big Rain Coming*, *The Rabbits*, *The Great Expedition*, *Josephine Wants to Dance*, *Spinifex Mouse*, *My Country*, *Stolen Girl*, *I'm Australian Too*, *Small Things*, *Storm Whale*, *Musical Markus*, *I Love Me*, *Mad Magpie* (negotiate other choices through your tutor).

Assessment Due Date

Week 12 Tuesday (29 May 2018) 11:45 pm AEST

Length: Blog posts + approx. 2000 words in total (including group and individual lesson plans/documentation and approx. 1000 words for reflection/evaluation). This assessment task draws on the following Australian Professional Standards for Teachers: 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.2

Return Date to Students

Exam Week Friday (15 June 2018)

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

50%

Assessment Criteria

- Completion and application of arts challenges 4–6 (including reflections on learning and teaching)
- Structure and development of arts learning experience with appropriate selection of content and strategies for targeted audience
- Demonstrated presentation and performance skills to engage learners and communicate meaningfully
- Creation and presentation of supporting documentation which clearly links to appropriate arts curriculum and relevant learning
- Demonstrated evaluation and reflective skills through written communications

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online. Presentation times to be negotiated with campus/distance tutors prior to submission date. Please make sure you upload a URL for your blog as well.

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks.
- Critically reflect on the development of professional knowledge and personal learning in the arts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem