



EDCU13018 *The Arts*

Term 1 - 2019

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 - 2019

- Bundaberg
- Cairns
- Mackay
- Noosa
- Online
- 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 Self reflection

Feedback

Assessment tasks

Recommendation

Review complexity of assessment tasks to support student completion.

Feedback from Staff feedback

Feedback

Moodle Course and content

Recommendation

Continue to revise the organisation of unit materials.

Feedback from Staff Feedback

Feedback

Arts Challenges: assessment tasks

Recommendation

Refine structure of assessment to focus on challenges in Assessment Task 1.

Feedback from Staff feedback

Feedback

Assessment Task 2

Recommendation

Restructure Assessment Task 2 to embed Visual and Performing Arts

Feedback from Self Reflection

Feedback

Zoom Sessions for Distance students

Recommendation

Continue to provide quality Zoom sessions and engage with students through discussion forums and email

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.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.2 Understand how students learn
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 6.2 Engage in professional learning and improve practice

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	•		•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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: 3 (2017)

Authors: Dinham, J.

Cengage Learning Australia

Melbourne , Vivictoria , Australia

ISBN: 9780170368827

Binding: Hardcover

Additional Textbook Information

Copies can be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the unit code)

New to Edition

- Fully updated to reflect the framework and terminology of the Australian Curriculum: The Arts, making it easy to connect to the curriculum documents.
- Chapters 6-10 now include overviews on each arts area ‘...in the Australian curriculum’, summarising the expectations for learning in the primary years to help teachers become more familiar with each arts subject.
- A new unit of inquiry provides fresh examples of sample unit lesson plans and other resources that demonstrate authentic arts education in practice. Additional units of inquiry are available on the text’s CourseMate Express website
- Chapters 2, 3 and 4 have been revised and restructured so that it is even easier to find relevant information on the contemporary context, the curriculum, the teacher and the student.
- To further assist teachers to develop their confidence in teaching the arts, Chapters 6-10 include new sections on ‘Developing your competency’ for each arts area.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Online blog (eg. Wordpress, Weebly)

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

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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
THE ARTS IN EDUCATION - An Introduction <ul style="list-style-type: none"> • values and contributions to learning • creativity & authentic arts learning 	<i>Chapter 1: Putting you in the picture - the rationale and context for arts education</i> <i>Australian Curriculum: The Arts - Rationale, Aims, Introduction, Key Ideas, Structure, Creativity and Cross-curriculum Priorities</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 1 Moodle - readings and activities (expected)</i>

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
VISUAL ARTS	<i>Chapter 10: Visual Arts</i> <i>Australian Curriculum: The Arts - Visual Arts</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 2 Moodle - readings and activities (expected)</i> <i>Toward assessment - ARTS CHALLENGE 1</i>

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
MEDIA ARTS	<i>Chapter 8: Media Arts</i> <i>Australian Curriculum: The Arts - Media Arts</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 3 Moodle - readings and activities (expected)</i> <i>Toward assessment - ARTS CHALLENGE 2</i>

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
DRAMA	<i>Chapter 7: Drama</i> <i>Australian Curriculum: The Arts - Drama</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 4 Moodle - readings and activities (expected)</i> <i>Toward assessment - ARTS CHALLENGE 3</i>

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
MUSIC	<i>Australian Curriculum: The Arts - Visual Arts</i> <i>Chapter 9: Music</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 5 Moodle - readings and activities (expected)</i> <i>Toward assessment - ARTS CHALLENGE 4</i>

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
DANCE	<i>Chapter 6: Dance</i> <i>Australian Curriculum: The Arts - Dance</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised)</i> <i>Topic 6 Moodle - readings and activities (expected)</i> <i>Toward assessment - ARTS CHALLENGE 5</i>

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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PLANNING FOR ARTS LEARNING - Effective Planning

*Part 3: Units of Inquiry
Australian Curriculum: The Arts*

*Zoom Session - Monday 5-6pm (unless otherwise advised)
Topic 7 Moodle - readings and activities (expected)*

ARTS CHALLENGES - Authentic Arts Learning Due: Week 7 Friday (3 May 2019) 11:45 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
SELECTING LEARNING EXPERIENCES & RESOURCES <ul style="list-style-type: none">Integrating Learning ExperiencesComplementary Learning	<i>Chapter 4: Children at the Centre Chapter 5: Planning, Pedagogy and assessment for authentic arts learning Australian Curriculum: The Arts</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised) Topic 8 Moodle - readings and activities (expected) Group Meetings (where applicable) - selection of learning experiences & resources</i>

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
BEING AN EFFECTIVE TEACHER IN THE ARTS	<i>Chapter 3: Being an effective teacher in The Arts Australian Curriculum: The Arts</i>	<i>Zoom Session - Monday 5-6pm (unless otherwise advised) Topic 9 Moodle - readings and activities (expected) Group Meetings (where applicable) - planning presentation</i>

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
PRESENTATION SKILLS AND REFLECTIVE PRACTICE		<i>Zoom Session - Monday 5-6pm (unless otherwise advised) Topic 10 Moodle - readings and activities (expected) Individual / Group Presentations - implementation & reflection</i>

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
PRESENTATION REFLECTION AND EVALUATION		<i>Zoom Session - Monday 5-6pm (unless otherwise advised) Topic 11 Moodle - readings and activities (expected) Individual / Group - reflection on and evaluation of presentation as authentic arts learning</i>

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
PRESENTATION REFLECTION AND EVALUATION <ul style="list-style-type: none">finalise submission		<i>Zoom Session - Monday 5-6pm (unless otherwise advised) Individual - reflection on and evaluation on presentation as authentic arts learning</i> APPLICATION OF ARTS LEARNING: Learning in Action Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

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

Assessment Tasks

1 ARTS CHALLENGES – Authentic Arts Learning

Assessment Type

Practical and Written Assessment

Task Description

This task involves developing your own arts learning across all 5 Arts learning areas (Visual Art, Media Arts, Drama, Music and Dance) through a series of Arts Challenges.

Work from the six challenges will be used or adapted in your second assessment task for this unit.

1. Complete all six arts challenges, documenting your process, outcomes and learning using your own blog.

* Ensure that you have made your blog public to enable sharing.

- a. Consider how each challenge could be adapted for implementation in a particular classroom.
- b. Include Australian Curriculum links (band level, strands – making and responding, content descriptors, opportunities for formative assessment).
- c. Each challenge post on your blog should contain:
 - examples of resources;
 - outcomes of praxis;
 - written reflection on and evaluation of the activity as authentic arts learning;
 - reflection on your own learning, developing skills and experiences, extending these through engaging with examples from the world of the arts (each 300 – 400 words).
- d. Post a link on the *Challenges Forum* each week for sharing your work as it progresses.

2. Develop and present a **formal written account on the nature of arts learning** to demonstrate your understanding of the purposes of the arts (reflecting key ideas in the arts rationale), and the learning intent of the Arts, including the 5 learning areas. The account must:

- identify contributions that the Arts make to learning (including the formation and expression of social values, beliefs and identity);
- include references to relevant academic literature as well as curriculum documents. (800 – 1000 words)

Assessment Due Date

Week 7 Friday (3 May 2019) 11:45 pm AEST

Length: Blog posts 1500 – 2000 words. Written account 800 – 1000 words. This assessment task draws on the following Australian Professional Standards for Teachers: 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.4, 4.5, 6.2

Return Date to Students

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%

Minimum mark or grade

25%

Assessment Criteria

- Completion of arts challenges 1–6 (including reflections on learning and teaching)
- Demonstrated knowledge and understanding of the value of the arts in education, drawing on relevant readings which are appropriately referenced

- Creation, selection and reflection on arts works, own and others, with appropriate analysis
- Demonstrated application of appropriate arts elements in creation and presentation of the blog
- Concise and coherent communication and presentation of ideas and outcomes of challenges

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 APPLICATION OF ARTS LEARNING: Learning in Action

Assessment Type

Presentation and Written Assessment

Task Description

This task involves applying your own arts learning across both the Visual (Visual Art, Media Arts) and Performing Arts (Dance, Drama and Music) by selecting a source for stimulus of learning, creating an original pre-text, planning a series of learning experiences or workshop activities, conducting one of these with a class or group of children, and evaluating and reflecting upon your learning.

****The task can be completed individually if unavoidable (some flex students), however wherever possible should be planned and implemented as a group to fulfill relevant components of APST Standard 6.*

1. In small groups:

- **create an Arts workshop or learning experience based on a theme of Diversity** that links to a specific band of the curriculum, builds on your learning from the arts challenges, integrates both visual and performing arts, and could be used within a formal/informal arts learning context. This should:
 - make and 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) from this;
 - be supported by the creation of other relevant **resources** including *teacher instruction* materials (eg. lesson plan, justification, teaching resources, etc) and *student materials* (eg resource booklet, worksheets, etc) for implementation.
- **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 and will need to be negotiated with the teacher/organiser) and equally utilise each group members personal presentation and performing arts skills.

(Where the implementation is not attended by a CQU supervisor, students must have a mentor teacher or responsible adult verify that the session was delivered and be willing to provide brief written feedback).

2. Individually:

- **design and submit appropriate lesson plans and resources to further support the experience**, with an Arts focus and drawing on your learning in the arts challenges (two additional lessons – one visual and one performing). 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.
- **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 presentation aspects of this task; and identify the professional understandings you have developed throughout this Arts unit, with reference to appropriate literature.

Suggested texts as a starting point for development of an original pretext:

Fox, M. (2018). *I'm Australian too*; Fox, M (2007). *Whoever you are*; Parr, T. (2009). *It's okay to be different*; Lionni, L. (2017). *Little blue and little yellow*; Jennings, J. (2015). *I am Jazz*; Britt, P. (2017). *Why am I me?* Kostecki-shaw, J.S. (2011). *Same, same but different*; O'Hara, M. (2016). *More people to love me*; Nowell, B. (2017). *Who's got a normal family?* Malbunka, M. (2005). *When I was little, like you*; Say, A. (2013). *The favorite daughter*; Baker, J. (2010). *Mirror* (negotiate other choices through your tutor).

Assessment Due Date

Week 12 Friday (7 June 2019) 11:45 pm AEST

Length: 2500 – 3000 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 (21 June 2019)

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

- Application of arts challenges to planning and implementation of arts teaching and learning
- 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 (preferably Week 10)

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