



EDEC11026 *The Arts and Learning in the Early Years*

Term 1 - 2017

Profile information current as at 17/05/2024 09:47 pm

All details in this unit profile for EDEC11026 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

The unit Arts and learning in the Early Years introduces the rationale, aims and content of the Australian Curriculum: The Arts through a focus on children's ways of knowing and meaning making. Students reflect on their own engagement with the processes of Making and Responding which comprise the strands of the Arts curriculum to examine the role educators play in supporting young children as unique, confident and capable learners and effective communicators while meeting the stated aims of Arts learning in school contexts. Students investigate the importance of responsive interactions, connectedness and aesthetics for making meaning through and in the five distinct areas of the Arts curriculum and analyse the effect of pedagogical approaches that afford time to be present with children and support their creativity and expression of ideas. They problematise how these approaches to Arts learning may be supported in the transition to formal schooling and the implementation of the Arts curriculum in the Foundation to Year 2 Band Level. Students deepen their intellectual and emotional engagement with the challenges of planning and delivering authentic Arts learning experiences for children through a process of inquiry and documentation that makes young children's learning and meaning making processes visible. They respond to this process by writing a manifesto that identifies guiding values, principles and practices for themselves as contemporary early childhood educators in the Arts.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 - 2017

- Distance
- 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. **Presentation and Written Assessment**

Weighting: 50%

2. **Practical 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 Moodle feedback

Feedback

Continue to refine the amount of reading required in the course.

Recommendation

Engage in a more extensive audit of the material on the moodle site.

Action

In 2017 the material on the moodle site was again audited with extraneous material being removed or labelled as essential, recommended or optional reading. This appeared to assist students when selecting the research and activities to complete in their context and in terms of personal time management.

Unit Learning Outcomes

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

1. Document aesthetic, communicative and expressive processes used by self and others to interpret and represent the world.
2. Use knowledge of the rationale and aims of the Arts curriculum to interpret meaning making processes and articulate experiences and strategies that support children's learning in and through the Arts.
3. Use authoritative sources and relevant literature to propose pedagogical approaches to teaching and learning in the Arts that are responsive to children.
4. Observe children to identify and describe features that are significant in terms of their engagement with the Arts processes of making and responding and the implications for educators' curriculum decision-making and enactment and responsive interactions with children in the early years.
5. Communicate an explicit commitment to valuing and listening to children's ways of knowing, describing how decisions about the learning environment, curriculum and pedagogy will optimise children's learning in and through the Arts and build a responsive learning culture.

Successful completion of this unit "The arts and learning in the early years" provides opportunities for the students to demonstrate the Australian Professional Standards for Teachers focus areas:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 2.1 Content and teaching strategies of the teaching area
- 3.3 Use teaching strategies
- 3.5 Use effective classroom communication
- 4.1 Support student participation
- 5.1 Assess student learning
- 5.4 Interpret student data
- 6.2 Engage in professional learning and improve practice

Additionally, the unit contributes curriculum knowledge specified by ACECQA (Australian Children's Education and Care Quality Authority). This includes curriculum studies and understandings about early childhood pedagogies.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation and Written Assessment - 50%	•	•	•		•
2 - Practical and Written Assessment - 50%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Presentation and Written Assessment - 50%	•	•	•	•						
2 - Practical and Written Assessment - 50%	•	•	•	•				•		

Textbooks and Resources

Textbooks

EDEC11026

Prescribed

Young children, pedagogy, and the arts: ways of seeing
(2013)

Authors: McArdle, F & Boldt, G. (Eds.)

Routledge

London , UK

Binding: Paperback

[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

Kathryn Murray Unit Coordinator
k.murray2@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ways of seeing and knowing in the Arts	Set text chapter 1 Set text chapter 11 Set readings	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Australian Curriculum: The Arts.	Set readings	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Making and responding in the Arts.	Set text chapter 8 Set readings	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Meaning and identity development in and through the Arts.	Set text chapter 6 Set readings	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Play, creativity and exploration as processes for engaging with the world.	Set text chapter 2 Set text chapter 10 Set readings	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week.		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Learning in and through the Arts	Set text chapter 3 Set readings	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Documentation in the Arts as ways of seeing and knowing.	Chapter 4 Set readings	Presentation and reflections on making and responding Due: Week 7 Monday (24 Apr 2017) 11:30 pm AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
The art of awareness and appreciation.	Set text chapter 10 Set readings	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disciplines within the Arts.	Set readings	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogy of teaching and learning through the Arts.	Set text chapter 7 and 9 Set readings	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
New approaches to Art making processes with ICT.	Set text chapter 5 Set readings	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review week		Inquiry and documentation of children's meaning making Due: Week 12 Friday (2 June 2017) 11:30 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review/Exam week		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam week		

Assessment Tasks

1 Presentation and reflections on making and responding

Assessment Type

Presentation and Written Assessment

Task Description

Task 1 requires you to be an **active participant** in developing an artefact or performance that aligns with The Arts curriculum. Foundation - Yr 2 band, Making and Responding strand and reflecting on the process of development. This assessment task will require you to use your understandings of **The Arts: Making and Responding strands from the Australian Curriculum**. Identification of a personally significant artifact or dramatic performance will be supported by a written explanation and a reflection of the significance of the process and design of the artifact or performance.

This task is comprised of 2 parts.

Part A:

You will **develop and share a piece of personally significant artwork** and **identify the components** that specifically link to The Arts curriculum, Making and Responding strand. In response to this task, **on campus students** will prepare a presentation to their tutorial group; **distance students** will prepare a digital presentation for submission. The presentation will include an **image/s or real artifacts** (on campus students) along with a **short written reflection** on the processes and skills related to the two strands with which you engaged. Consider how your preparation for and presentation of your work reflected the aims of the Arts curriculum.

Approximately **500 words**.

Part B:

Identify **common factors for yourself and children** that support meaningful Arts learning by enhancing meaning-making, offering sources of wonder and inspiration whilst contributing to a sense of connectedness. Consider the learning, sensory and emotional experiences that you engaged in when completing your personally significant artifact. Relate this process to that of a child experiencing making and responding strands in The Arts.

Draw on your experiences as a participant in the Arts learning process and your reflections in Part A, engagement with course readings and the rationale, aims and content of the curriculum for the Foundation to Year 2 Band Level of The Arts curriculum to form links to **future classroom teaching practices**.

Approximately **1000 words**.

Weighting: 50%

Further detailed information will be found on the moodle site in the Assessment Block.

NOTE: This assessment task builds knowledge of the content, aims and structure of the Australian curriculum: The Arts. Critical reflection on the processes for creating Arts experiences that include and value learners imagination, creativity and ways of being and belonging is an important feature of the task which can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.2, 2.1, 4.1 and 6.2.

Assessment Due Date

Week 7 Monday (24 Apr 2017) 11:30 pm AEST

Return Date to Students

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

Weighting

50%

Assessment Criteria

- Understanding of the connection between Arts learning and creativity, imagination, meaning making and identity.
- Knowledge and understanding of the Arts process of making and responding for meaning making.
- Evaluation of factors that support learning in and through the Arts as sources of inspiration, meaning and enjoyment.
- Reflections on course readings show demonstrate understanding of strategies to support young children's meaning making.
- Critical reflection on experiential learning to identify implications for teaching practice.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Document aesthetic, communicative and expressive processes used by self and others to interpret and represent the world.
- Use knowledge of the rationale and aims of the Arts curriculum to interpret meaning making processes and articulate experiences and strategies that support children's learning in and through the Arts.
- Use authoritative sources and relevant literature to propose pedagogical approaches to teaching and learning in the Arts that are responsive to children.
- Communicate an explicit commitment to valuing and listening to children's ways of knowing, describing how decisions about the learning environment, curriculum and pedagogy will optimise children's learning in and through the Arts and build a responsive learning culture.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Inquiry and documentation of children's meaning making

Assessment Type

Practical and Written Assessment

Task Description

Task 2 requires you to be a **facilitator and observer** of the learning and engagement of young children whilst participating in The Arts strands.

Part A:

You are required to **observe and then document** children's engagement in the Arts processes of Making and Responding and create and present a visual learning story that will be shared with your tutorial group (on campus students) or online (distance students).

Your documentation should include observations from a **range of age groups** including young children prior to school age and those in the focus year levels of Foundation to Year 2. Your documentation should record a story that identifies:

- who the children are,
- their interactions with significant adults and each other,
- the theories they are testing and
- the processes of Making and Responding to artworks available.

Visual representation with supportive text.

Part B:

Supported by scholarly sources, you are required to **identify principles and approaches to pedagogy** that support children's engagement in authentic Arts learning experiences and that will guide your teaching practice and implementation of the Australian Curriculum: The Arts. You should **record your emerging insights** about how children are making meaning in and through Arts processes. Consider the **conditions and relationships** that enhance or hinder these experiences to **construct a philosophy** that clearly articulates your beliefs about the provision and importance of arts-rich experiences for young children prior to formal schooling and during the early school years.

2000 words.

Weighting 50%

NOTE: This assessment task provides opportunities for demonstrating knowledge of pedagogical approaches to arts learning that create connectedness and support meaning, enjoyment and aesthetic ways of knowing and being for learners from diverse backgrounds. The task focuses on critical reflection for ongoing professional learning and research-informed approaches to supporting young children's art making processes and can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 2.1, 3.3, 3.5, 4.1, 5.1, 5.4 and 6.2.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:30 pm AEST

Return Date to Students

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

- Knowledge and understanding of the content and substance of the Arts curriculum.
- Focused observation that identifies the process of making and responding to meaning.
- Knowledge of pedagogical approaches that support the identity, curiosity and creativity of young children.
- Identification of barriers to and support mechanisms for connectedness in Arts learning.
- Critical reflection and justification of viewpoints on environments, processes and strategies that support meaning making in the early years.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Document aesthetic, communicative and expressive processes used by self and others to interpret and represent the world.
- Use knowledge of the rationale and aims of the Arts curriculum to interpret meaning making processes and articulate experiences and strategies that support children's learning in and through the Arts.
- Use authoritative sources and relevant literature to propose pedagogical approaches to teaching and learning in the Arts that are responsive to children.
- Observe children to identify and describe features that are significant in terms of their engagement with the Arts processes of making and responding and the implications for educators' curriculum decision-making and enactment and responsive interactions with children in the early years.
- Communicate an explicit commitment to valuing and listening to children's ways of knowing, describing how decisions about the learning environment, curriculum and pedagogy will optimise children's learning in and through the Arts and build a responsive learning culture.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

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