

Contents

1. LOCATION	3
2. STAFF CONTACT DETAILS	3
3. COURSE DETAILS	3
STUDENT LEARNING OUTCOMES	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	4
NATIONAL PRIORITY AREA ELABORATIONS	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	5
5. TEACHING STRATEGIES	5
6. COURSE CONTENT AND STRUCTURE	6
7. RESOURCES	7
8. ASSESSMENT	8

IMPORTANT:

For student policies and procedures relating to assessment, attendance, and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6786 Creative Arts (K-6) (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Nicole Butler
Email: nicole.butler@unsw.edu.au

3. COURSE DETAILS

Course Name	Creative Arts
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST6786T3

SUMMARY OF THE COURSE

This unit is designed to provide students with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance and Drama develop students' foundational knowledge and understandings of the distinctive nature of subject disciplines. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Visual Arts, Music, Dance and Drama are examined and applied in the design and implementation of classroom practices in school settings.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

The schedule of asynchronous modules and practical workshops are re-aligned to further

STUDENT LEARNING OUTCOMES

6. COURSE CONTENT AND STRUCTURE

This unit of study involves an intensive 6-week program.

This is an *indicative*

<p>5 (online) 3 Nov</p>	<p>Dance Education: Understanding the elements of dance and the relationship between these elements. Engaging all learners in quality dance education, ensuring performing, composing, and appreciating activities are delivered in the primary classroom.</p> <p>Drama Education: Understanding and teaching the elements and forms in Drama. How to engage in dramatic action through improvisation, movement, mime, storytelling and play building.</p>
<p>6 (in person) 10 Nov</p>	<p><u>Workshops: Dance and Drama</u></p> <p>Dance Education: Active participation in learning experiences. Students will engage in performing, composing, and appreciating activities to develop understanding of appropriate teaching and learning in primary Dance. The importance of warm-up and cool-down. Dance as a physical activity and dance as an artform. Peer teaching, learning, and performing a routine.</p> <p>Drama Education: Active participation in learning experiences. Students will engage in making, performing, and appreciating to develop understanding of appropriate teaching and learning in primary Drama. Warm-up, improvisation, mime, play-building, and group work.</p> <p>Course evaluation</p>

7. RESOURCES

Required Readings

NSW Board of Studies (2001). Creative Arts K-6 Syllabus. Board of Studies: Sydney.
 NSW Board of Studies (2001). Creative Arts K-6 Units of Work. Board of Studies: Sydney.
 NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

***See Moodle for additional required readings**

Recommended Readings

Dinham, J. (2013). *Delivering Authentic Arts Education*, Cengage Learning Australia. Ebook via UNSW library: <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=1990987>

Further Readings

Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts*. Camberwell, VIC: Palgrave Macmillan.
 Ewing, R. (2010). *The arts and Australian education: Realising potential*. Camberwell, VIC: ACER
 Ewing, R. & Simons, J. (2016). *Beyond the script: Drama in the English and literacy classroom*. Sydney: PETAA.
 Howland, J Jonassen, D. & Marra, R. (2012). *Meaningful Learning with Technology* (4th ed). Harlow, Essex: Pearson
 Posten- Andersen, B. (2008). *Drama- Learning connections in primary schools*. South Melbourne: Oxford University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian
-----------------	--------	--------	------------------------------------	------------

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6786 CREATIVE ARTS**

Student Name:

Student No.:

Assessment Task 1: **Interpreting Indigenous Creative Arts practices using syllabus concepts**

SPECIFIC CRITERIA	(-)	(+) _____
--------------------------	-----	--------------

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6786 CREATIVE ARTS**

Student Name:

Assessment Task 2: **Integrated Scope and Sequence Plan (U**

Student No.:
