

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ART, MOVEMENT AND MUSIC IN EARLY CHILDHOOD
Unit ID:	EDECE3028
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Unit:

This unit will explore music, movement and visual arts as a series of expressive and creative experiences that contribute to the development, learning and wellbeing of young children. The unit will introduce pre-service teachers (PSTs) to various strategies and resources to plan, implement and assess arts-based experiences for young children.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Articulate the importance of art, movement, drama and music as modes of expression and ways of knowing
- K2.** Describe the arts elements for music, visual art, drama and movement and principles of teaching the arts
- K3.** Explore strategies for developing children's dispositions of creativity and imagination while engaging in arts learning experiences

Skills:

- S1.** Perform relevant practical and expressive skills in music, movement, art and drama
- S2.** Develop inclusive teaching strategies to support children's participation and learning in the arts
- S3.** Evaluate resources including ICT for their effectiveness, inclusiveness and sustainability in arts education
- S4.** Reflect on personal skill development and confidence in delivering arts experiences

Application of knowledge and skills:

- A1.** Plan a range of inclusive and engaging arts experiences for children aged from birth to 5 years
- A2.** Encourage young children's exploration of art, music and movement with the framework of an effective practical pedagogy

Unit Content:

Topics may include:

- Arts and arts pedagogy for young children
- Music, drama, visual art and movement
- Integrated arts approaches to planning and implementation with young children
- Art, music, drama and movement resources for young children including ICT; selection, quality, cultural considerations, sustainability, safety and use of equipment
- Relevant learning frameworks and how they relate to arts
- Artistic behaviour and development of young children
- Planning, implementing and assessing children's visual art, music, drama and movement
- Working responsively and respectfully with young children when creating and performing
- The value of the arts in making connections from the early childhood contexts and the wider community

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, A2	Describe what is meant by the arts and explain the value of arts for children's learning, development and wellbeing in early childhood education. Provide a justification for including effective arts pedagogy in an early children education program.	Essay (1000 – 1500 words)	30-50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S2, S3, S4, A1	Develop an arts portfolio containing the following 1. Recording of PSTs music/singing performance (suitable for children aged birth to 2) 2. Visual arts artefact (suitable for children aged 3-5) 3. Drama script (suitable for children aged 3-5) 4. Dance/movement plan (suitable for children aged birth to 2) 5. Reflect on personal skill development and confidence in delivering arts experiences Entries 1-4 need to include arts concepts, resources and teaching strategies to foster creativity and expression.	Portfolio (2000-3000 words equiv)	50-70%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)