



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	ART, MOVEMENT AND MUSIC IN EARLY CHILDHOOD
<b>Course ID:</b>	EDECE3028
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070101

## Description of the Course :

This course 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 course 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, etc.)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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

**Course 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

**Values:**

- V1.** Recognise the importance of high quality education in the early years of life
- V2.** Appreciate the central role that the creative arts experiences play in the lives of young children
- V3.** Develop confidence and competence in creating, critiquing and performing in visual arts, music, movement and drama ideas, language, processes and outcomes

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, S3, A2	A	AT1	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A3	A	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2	A	AT2	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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 an including effective arts pedagogy in an early children education program.	Essay (1000 - 1500 words)	30-50%
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%

### Adopted Reference Style:

APA