

Course Outline (Higher Education)

School:	School of Education
Course Title:	CURRICULUM THROUGH PLAY (ARTS)
Course ID:	EDMAS6030
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070101

Description of the Course :

This course is designed to allow Pre-Service Teachers (PSTs) to explore historical and contemporary theories of play and their implications on practice. PSTs will also understand how play contributes to development learning and wellbeing in young children from birth to age eight across curriculum areas, in particular arts development. The course will explore music, movement and visual arts as a series of expressive and creative experiences that contribute to the development of all children. Approaches to play will be explored with a particular focus on nature play and use of natural spaces and materials in children’s art and play. Various strategies will be explored in the planning of art-based experiences for young children. Notions of cultural diversity, play and art as a socially inclusive practice will be explored.

Grade Scheme: Graded (HD, D, C, etc.)

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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine a range of theoretical perspectives and approaches to play

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- K2.** Demonstrate a deep understanding of the implications of play based pedagogies on children's learning, development and wellbeing across curriculum areas such as numeracy, science, technology, language and literacies, social and environmental education, creative arts and music, health and physical education for children from birth to prior to school years
- K3.** Articulate how play, particularly in the area of creative arts and music can be a socially inclusive practice and how as PSTs they can cater for a range of learners from culturally diverse backgrounds
- K4.** Articulate how play, particularly in the area of creative arts and music can be a socially inclusive practice and how as PSTs they can cater for a range of learners from culturally diverse backgrounds
- K5.** Demonstrate an understanding of the role of the PST in planning, implementing, assessing, documenting and evaluating safe and engaging play spaces and experiences, particularly in encouraging children's connection with nature and natural materials
- K6.** Demonstrate an understanding of the developmental stages in young children and their relevant application in developing the creativity of children from birth to prior to school years
- K7.** Demonstrate knowledge of current curricula requirements and their implications for arts development and nature programs
- K8.** Acknowledge the importance of developing dispositions of creativity and imagination while engaging in arts learning experiences

Skills:

- S1.** Critically reflect on a range of approaches and theoretical perspectives on play.
- S2.** Use knowledge of current curricula to plan, implement, document and evaluate play based experiences across curriculum areas with a focus on the elements of the arts
- S3.** Demonstrate an ability to cater for a range of diverse learners using play and arts based pedagogies
- S4.** Demonstrate relevant practical and expressive skills in music, movement, art and drama

Application of knowledge and skills:

- A1.** Explore a range of approaches and theories on play and art development and demonstrate how these influence the play experiences provided for young learners
- A2.** Develop skills required to plan across curriculum areas using play and art based approaches
- A3.** Demonstrate an understanding of the role natural spaces and materials in the play and total wellbeing of young learners

Course Content:

Topics to be covered may include:

- Historical and contemporary theories of play
- Approaches to play and implications for teaching
- How children learn and develop, across curriculum areas, using play based and art approaches
- Play as a socially inclusive practice
- Play and wellbeing
- Elements of the expressive arts and their relevance to teaching young children
- Catering for diverse learners using play based teaching strategies
- Creative and practical music, art and movement curricula including activity planning principles, procedures and strategies for children aged birth to prior to school
- Planning, documenting and assessing play-based learning across curriculum areas, including the use of ICT.
- Play in relation to the Early Years Learning Framework and other current curricula

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- Play spaces, art, music, drama and movement and other resources and materials for young children
- Nature pedagogy and play
- Nature pedagogy and the arts
- The teacher's role in guiding children's learning and behaviour during play

Values:

- V1.** Appreciate the role of play in leading development across a range of curriculum areas
- V2.** Understand the role of the teacher in advocating for children's right to play
- V3.** Play as a socially inclusive practice

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PSTs will gain an understanding of how play contributes to learning and development. The PST will learn ways to use play based pedagogies across curriculum areas to cater for a diverse range of learners. PSTs will also learn how natural spaces and materials engage a range of young learners.	High
Critical, creative and enquiring learners	PST will begin to understand the role of critical reflection in the planning, implementing and evaluation of play based learning environments	High
Capable, flexible and work ready	PSTs will be able to demonstrate the ability to engage a range of learners through play based pedagogies. PSTs will begin to understand the importance of play experiences for children in prior to school and school settings.	High
Responsible, ethical and engaged citizens	PSTs will begin to understand the value of natural play spaces and materials and how to encourage young learners to value them also.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4 S1 A1 APST 1.2	Using a provided reading, answer a series of questions.	Questions & Answers	10-30%
K2, K3, K5, K6 S2, S3 A1 APST 1.3, 2.1, 3.4	Presentation – from a list of approaches to play, develop a brief powerpoint presentation on the approach. Plan an experience for a small group of 2-3 year old children that demonstrates the approach. Articulate what would need to be considered if the group of children were to include younger children.	Presentation and Learning Experience Plan	20-40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K5, K6, K7, K8 S2, S3, S4 A2, A3 APST 1.3, 1.5, 2.1, 2.2, 3.4	Planning for a Curriculum Area using Play Based Strategies (focus on Arts) Based on the provided scenario, develop a series of three play-based learning experiences one of which must include Arts curriculum area - music, visual arts or movement for the small group of 3-5 year olds. Adapt the plans to include younger children. Plans must include appropriate teaching strategies, assessment strategies, links to current curriculum and a plan for evaluation of teaching.	Arts planning using play-based strategies	40-60%

Adopted Reference Style:

APA

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Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Yes	Introductory
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Yes	Introductory
2 - Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area	Yes	Introductory
2 - Know the content and how to teach it		
2.2 Content selection and organisation	Yes	Introductory
Professional Practice		
3 - Plan for and implement effective teaching and learning		
3.4 Select and use resources	Yes	Introductory