



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	ART, MOVEMENT AND MUSIC IN EARLY CHILDHOOD
<b>Unit ID:</b>	EDMAS6052
<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 Unit:

This course will explore music, movement and visual arts as a series of expressive and creative experiences that can contribute to the developmental learning of all young children. The course will introduce pre-service teachers (PSTs) to the implementation of various strategies, settings and resources in the planning of 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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

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

### Learning Outcomes:

On successful completion of the course the students are expected to be able to:

#### Knowledge:

- K1.** Articulate the importance of art, movement and music for developing children's awareness of the world in which they live, as modes of expression and way of knowing in various cultural and educational contexts
- K2.** Describe the arts elements for music, visual art and movement and principles of teaching the arts
- K3.** Analyse the developmental stages in young children and their relevant application in developing the creativity of children from birth through transition to school
- K4.** Demonstrate knowledge of current curricula and national standards through the development of a range of expressive arts learning experiences
- K5.** Propose strategies for the involvement of young children in developing 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.** Execute confidence in and reflect upon personal skills in developing and delivering a range of musical and artistic activities
- S3.** Develop and apply effective and inclusive teaching and learning strategies for the arts when working with young children and propose ways to assess children's artistic and musical development
- S4.** Employ and critique appropriate methods to teach singing and creative movement with music, and visual arts in the classroom to children of varying abilities, cultures and dispositions

#### Application of knowledge and skills:

- A1.** Reflect on previous experiences within the Arts and propose goals for future development
- A2.** Develop a personal arts teaching philosophy
- A3.** Encourage young children's exploration of art, music and movement with the framework of an effective practical pedagogy that is consistent with a personal arts teaching philosophy

#### Unit Content:

Topics may include:

- Arts purposes and their application in arts pedagogy for young children
- Elements of the expressive arts and their relevance to teaching young children
- Creative and practical music, art and movement curricula including learning experience planning principles, procedures and strategies for young children
- Integrated arts approaches to planning and implementation with young children
- Art, music, drama and movement resources for young children; selection, quality, safety and use of equipment
- Current curricula; national standards as they relate to the teaching of the arts
- Artistic behaviour and development of young children
- Evaluating children's art, music and movement expression
- Playing an un-tuned percussion instruments, listening, singing, moving, creating, making and performing

- Working responsively and respectfully with young children when creating, making and performing
- The value of the arts in making connections from the early childhood contexts and the wider community

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, A2	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K4, K5, S4, A1	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K3, S1, S2, A1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	S3, A3	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, A3, APST 1.1, 1.2, 1.3, 2.1, 2.6, 3.4	PSTs are to demonstrate the practical use of untuned percussion instruments, singing and movement within a context of a music experience conducted with a small group of children. The experience is to be audio visually recorded. Children's learning in the experience is to be assessed and teaching evaluated. Using support from current curricula, course materials and other research literature, PSTs are to articulate their personal philosophy of music and movement teaching and justify how their learning experience aligns with this philosophy	Musical Experience	30% - 40%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3 APST 1.1, 1.2, 1.3, 2.1, 2.6, 3.4	PSTs are to plan and implement a visual art experience for a small group of children. The children's learning is to be assessed and teaching evaluated. PSTs are to articulate their personal philosophy of visual art teaching and justify how their learning experience aligns with their philosophy	Visual Arts Experience	30% - 40%
K1, S2, A1, APST 1.2	PSTs articulate their current confidence levels in the planning, implementing of arts-based learning experiences, Note areas and strategies for their future development	Reflective response	20-30%

### 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](#)

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

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced