



Course Outline (Higher Education)

School:	School of Education
Course Title:	ART, MOVEMENT AND MUSIC IN EARLY CHILDHOOD
Course ID:	EDMAS6052
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

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)

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 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 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
- S4.** Employ and critique appropriate methods to teach singing and creative movement with music in the classroom to children of varying abilities, cultures and dispositions
- S5.** Propose ways to assess children's artistic and musical development
- S6.** Reflect on personal skill development and confidence in delivering art-based experiences

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

Course 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

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)	Assessment task (AT#)
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.	K3; A2	AT1; AT3
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	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.	S3; S4	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.	K1	AT2; AT3
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

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1 S6 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	5-10%
K1; K2; K3;K4; S1; S2; S3; S4 A2 APST 1.1, 1.2, 1.3, 2.1, 2.6, 3.4	PSTs are to demonstrate the practical use of a musical instrument and signing within the 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 outcomes course materials and other research literature	Performance	30-40%
K1; K3; K4; K5 S3; S4; S5 A2; A3 APST 1.2, 1.3, 2.1, 3.4	In an essay, the PST is to outline and justify their personal philosophy of arts teaching and an effective arts pedagogy which is consistent with their philosophy. Reference to course content, readings and wider research should be used to support both their philosophy and pedagogy	Essay	50-60%

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