

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	CREATIVE MOVEMENT IN HEALTH AND PHYSICAL EDUCATION
<b>Course ID:</b>	HMALS2005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	69903

## Description of the Course :

Students will study a range of creative movement styles from a performance, health and well-being, historical and socio-cultural perspective. They will experience rhythmic and expressive movement activities through participation in a range of dance, gymnastics and health/relaxation styles. Students will participate in a safe and encouraging learning environment where they will develop their performance and teaching skills. They will explore the value of creative movement with the school curriculum and its potential to provide an inclusive programme. Students will learn appropriate approaches and strategies to effectively and safely teach creative movement activities. They will research a creative movement style and will plan and deliver a lesson to peers. They will also develop a resource for teaching creative movement and will work cooperatively with a team to develop and perform a creative movement routine.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

## 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 type="checkbox"/>	<input type="checkbox"/>
Intermediate	<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:

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- K1.** Explain the place of creative movement in HPE curriculum
- K2.** Analyse youth culture and diverse populations and explore links to creative movement
- K3.** Understand factors that impact on young peoples participation and connection with creative movement activities
- K4.** Research and understand a range of creative movement styles from a performance, health and well-being, historical and socio-cultural perspective
- K5.** Through creative movement experiences, recognise movement, self-expression, communication and creative possibilities
- K6.** Understand the relationship between biomechanical principles and the development, safe performance and evaluation of creative movement skills.
- K7.** Understand safe creative movement practices, styles, teaching strategies and principles applicable to educational settings.

### Skills:

- S1.** Demonstrate proficiency in a range of creative movement patterns
- S2.** Contribute to, and nurture a safe and inclusive environment to perform, learn and teach creative movements
- S3.** Seek and respond to feedback, and provide constructive feedback to peers and learners
- S4.** Design a creative movement teaching resource to support participation and learning of students with disability

### Application of knowledge and skills:

- A1.** Plan, deliver and assess a creative movement lesson using an appropriate teaching approach that enables safe systematic progression for a range of learners and includes strategies to develop numeracy of literacy skills
- A2.** Work cooperatively with team members to plan, choreograph and perform an original group creative movement routine

### Course Content:

Topics may include:

- The role of creative movement in HPE curriculum - connections to the curriculum
- Teaching numeracy and literacy through creative movement
- Meeting the needs of Youth culture
- Creative movement for diverse populations
- Factors that shape attitudes towards, and influence participation in creative movement
- A range of creative movement styles will be studied from a performance, health and well-being, historical and socio-cultural perspective. Activities may include:

Dance - e.g. folk/cultural, ballroom, aerobic/jazz, creative/educational, contemporary, Indigenous

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dances from other cultures and structured dance and their applications.

Gymnastics - e.g. artistic, rhythmic, circus skills, Gymsports - sport aerobics, cheerleading, sports acrobatics

Health and relaxation - Tai Chi, Pilates

- Teaching approaches appropriate to creative movement with a particular emphasis on inquiry teaching, cooperative learning and personalise system for instruction
- Teaching strategies and safety considerations for safe creative movement classes
- Sequential skill development
- Performance analysis and feedback
- Choreography guidelines
- Plan, choreograph and perform an original group creative movement routine

### Values:

- V1.** Appreciate the importance of contemporary and culturally significant creative movement activities in young peoples' lives
- V2.** Recognise and appreciate the role creative movement can play in the HPE curriculum and the a student's development
- V3.** Demonstrate teamwork and cooperation and respect for the effort and performance of others
- V4.** Appreciate the inclusive potential of creative movement activities

### 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	Students will be guided and encouraged to build on prior creative movement learning experiences and pedagogical knowledge, and research new areas of knowledge. This experience will set an expectation and establish behaviour patterns to construct new meaning and skill application to adapt to different settings.	Medium

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Attribute	Brief Description	Focus
Critical, creative and enquiring learners	Students will develop self reliance through successfully adapting to independent and team, learning situations, and student-centred informal assessment strategies. Students' ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful as learners and teachers.	Medium
Capable, flexible and work ready	Students will engage with their peers through peer learning and performance experiences. They will also explore factors that impact on people's connection with creative movement activities and will design a strategy to support their participation	Medium
Responsible, ethical and engaged citizens	Students will understand their responsibilities as a teacher of creative movement, including safety requirements. They will also question from a socio-critical perspective, the place and meaning of creative movement in a school program, and explore inclusive teaching practices appropriate for different populations.	Medium

## Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K5, S1, S2	Active Participation in practical sessions Reflection on class presentations	Active Participation in learning Activities Class presentation reflections	S/U
K1, K2, K3, K4, K6, S2, S3, A1	Research a creative movement activity from a performance, historical and socio-cultural perspective. Plan, deliver, assess and reflect on a lesson that teaches peers the activity and includes strategies to develop numeracy of literacy	Class presentation of research Lesson plan, delivery and reflection	40 - 60%
K5, K6, S3, A2	Choreograph and perform a group creative movement display	Creative movement group performance	20-40%
K4, K6, K7, S1, S4	Design a creative movement teaching resource to support participation and learning of students with a disability	Teaching resource	20-40%

## Adopted Reference Style:

APA