



**UNSW**  
SYDNEY

School of Education

EDST6786 Creative Arts

Term 3 2021

## Contents

1. LOCATION .....	3
2. STAFF CONTACT DETAILS .....	3
3. COURSE DETAILS .....	3
STUDENT LEARNING OUTCOMES .....	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS .....	4
NATIONAL PRIORITY AREA ELABORATIONS .....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	5
5. TEACHING STRATEGIES .....	5
6. COURSE CONTENT AND STRUCTURE .....	6
7. RESOURCES .....	7
8. ASSESSMENT .....	8

### IMPORTANT:

For student policies and procedures relating to assessment, attendance, and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST6786 Creative Arts (K-6) (6 units of credit)  
Term 3 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Nicole Butler  
Email: [nicole.butler@unsw.edu.au](mailto:nicole.butler@unsw.edu.au)

## 3. COURSE DETAILS

<b>Course Name</b>	Creative Arts
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T3.html#EDST6786T3">http://classutil.unsw.edu.au/EDST_T3.html#EDST6786T3</a>

### SUMMARY OF THE COURSE

This unit is designed to provide students with an introduction to the field of the Creative Arts in education. Introductory experiences in the areas of Visual Arts, Music, Dance and Drama develop students' foundational knowledge and understandings of the distinctive nature of subject disciplines. Students will develop a critical appreciation of the unique contributions the arts make to society and how these contributions can be engaged with and interpreted in the primary school classroom. Pedagogical principles, theoretical components and practice within Visual Arts, Music, Dance and Drama are examined and applied in the design and implementation of classroom practices in school settings.

### THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The schedule of asynchronous modules and practical workshops are re-aligned to further support the assessment structure.

## STUDENT LEARNING OUTCOMES

Outcome		Assessments
1	Demonstrate a broad knowledge and understanding of the creative arts as distinct forms of representation, skill, and knowledge.	1, 2
2	Demonstrate understanding of diversity within and across the arts in educational settings.	1, 2
3	Demonstrate understanding of content, concepts, and pedagogy across all strands of the creative arts	1, 2
4	Demonstrate the ability to plan and implement developmentally appropriate creative arts learning experiences for a diversity of primary learners	1, 2
5	Demonstrate the ability to develop an appropriate range of resources which involve the integration of the creative arts and ICT	1, 2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessments
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.3.1	Include a range of teaching strategies	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2

## NATIONAL PRIORITY AREA ELABORATIONS

Priority Area		Assessments
A. Aboriginal and Torres Strait Islander Education	1	1, 2
B. Classroom Management	10	2
C. Information and Communication Technologies	1-12	1, 2
D. Literacy and Numeracy	1	1, 2
E. Students with Special Educational Needs	3, 4, 6	2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Content will cover education in Visual Arts, Music, Dance and Drama. For each strand, key concepts will be presented, as well as the structure of the syllabus, ways to plan, implement, assess, and evaluate learning experiences and key teaching practices for suitable ways to perform/present students' work. The importance of balancing listening/viewing and production will be emphasised.

**Visual Arts Concepts:** The scope of the art world including artists/curators as art makers, representation of subject matter in artworks, roles of audiences including critics, peers and other consumers of art, interpretation and meaning of visual representations that exist in 2D, 3D and 4D forms from different times and cultures.

**Music Concepts:** scope of the music world including composers/musicians and conductors as makers of music, compositions and performances as musical works, roles of audiences including listeners, critics, concert attendees, etc., and the representation of musical elements including pitch, duration, structure, tone, colour and dynamics in different forms of musical works in a range of times and cultures.

**Dance Concepts:** scope of the dance world including choreographers/dancers/performers as makers of dance, performances as dance works, roles of audiences including critics, performance attendees, etc., and the representation of dance elements including action, dynamics, time, space, relationships, and structure in different forms of dance works from a range of times and cultures.

**Drama Concepts:** scope of the drama world including directors/actors/performers as makers of drama, performances as drama works, roles of audiences including critics, performance attendees, etc., and the representation of the elements of drama including collaboration, role play, context, dramatic tension, contrast, time, space, focus and mood in different forms of drama works from a range of times and cultures.

#### 5. TEACHING STRATEGIES

Students will be involved in a variety of teaching-learning situations, including lectures and opportunities for cooperative learning such as workshops and group presentations. Practical ways for safe and respectful implementation of classroom teaching strategies will be a priority.

## 6. COURSE CONTENT AND STRUCTURE

This unit of study involves an intensive 6-week program.

This is an *indicative* course schedule. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Session Date	Overview
<p>1 (online) 6 Oct</p>	<p><b>Creative Arts:</b> Overview of the arts world concepts and framework. Situating the Creative Arts in the K-12 continuum.</p> <p><b>NSW Creative Arts Syllabus K-6:</b> Overview of the content, structure, and scope of the four artforms, Visual Arts, Music, Dance and Drama in the primary context.</p> <p><b>Creative Arts in the primary classroom:</b> Managing Creative Arts lessons in the classroom. Catering for diverse student needs in Creative Arts learning. Assessment strategies for Creative Arts – innovative ways for managing assessment in the different artforms. The Australian Curriculum for the Arts. Integrating Creative Arts with other Key Learning Areas.</p> <p>Assessment task planning and course overview.</p>
<p>2 (online) 13 Oct</p>	<p><b>Visual Arts Education:</b> Understanding and teaching the concepts of artist, artwork, audience, and the world in Making and Appreciating. Exploring art movements, artist practice and learning opportunities appropriate for the primary context.</p>
<p>3 (online) 20 Oct</p>	<p><b>Music Education:</b> Understanding and peer-teaching of the concepts of music. Organising and representing sound using musical notation. How to engage primary students in performing, organising sound and listening activities in the classroom. Managing the music classroom.</p>
<p>4 (in person) 27 Oct</p>	<p><b><u>Workshops: Visual Arts and Music</u></b></p> <p><b>Visual Arts Education:</b> Active participation in learning experiences. Students will engage in artmaking practice to develop understanding of appropriate teaching and learning in primary Visual Arts, incorporating strategies for making and appreciating. Group work.</p> <p><b>Music Education:</b> Active participation in learning experiences. Students will engage in performing, organising sound and listening activities to develop understanding of appropriate teaching and learning in primary Music. Emphasis placed on performing, playing untuned percussion instruments, designing and playing an instrument made from household objects and/or tools, singing in unison/parts. Group work.</p>

<p>5 (online) 3 Nov</p>	<p><b>Dance Education:</b> Understanding the elements of dance and the relationship between these elements. Engaging all learners in quality dance education, ensuring performing, composing, and appreciating activities are delivered in the primary classroom.</p> <p><b>Drama Education:</b> Understanding and teaching the elements and forms in Drama. How to engage in dramatic action through improvisation, movement, mime, storytelling and play building.</p>
<p>6 (in person) 10 Nov</p>	<p><b><u>Workshops: Dance and Drama</u></b></p> <p><b>Dance Education:</b> Active participation in learning experiences. Students will engage in performing, composing, and appreciating activities to develop understanding of appropriate teaching and learning in primary Dance. The importance of warm-up and cool-down. Dance as a physical activity and dance as an artform. Peer teaching, learning, and performing a routine.</p> <p><b>Drama Education:</b> Active participation in learning experiences. Students will engage in making, performing, and appreciating to develop understanding of appropriate teaching and learning in primary Drama. Warm-up, improvisation, mime, play-building, and group work.</p> <p><b>Course evaluation</b></p>

## 7. RESOURCES

### Required Readings

NSW Board of Studies (2001). Creative Arts K-6 Syllabus. Board of Studies: Sydney.  
 NSW Board of Studies (2001). Creative Arts K-6 Units of Work. Board of Studies: Sydney.  
 NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

**\*See Moodle for additional required readings**

### Recommended Readings

Dinham, J. (2013). *Delivering Authentic Arts Education*, Cengage Learning Australia. Ebook via UNSW library: <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=1990987>

### Further Readings

Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts*. Camberwell, VIC: Palgrave Macmillan.  
 Ewing, R. (2010). *The arts and Australian education: Realising potential*. Camberwell, VIC: ACER  
 Ewing, R. & Simons, J. (2016). *Beyond the script: Drama in the English and literacy classroom*. Sydney: PETAA.  
 Howland, J Jonassen, D. & Marra, R. (2012). *Meaningful Learning with Technology* (4th ed). Harlow, Essex: Pearson  
 Posten- Andersen, B. (2008). *Drama- Learning connections in primary schools*. South Melbourne: Oxford University Press.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Elaborations Assessed	Due Date
<b>Task 1:</b> Interpreting Indigenous Creative Arts practices using syllabus concepts	2000 words	40%	1-5	2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1	A1 C1-12 D1	Monday 1 <sup>st</sup> Nov by 5pm
<b>Task 2:</b> Integrated Scope and Sequence Plan (Unit of work)	3000 words	60%	1-5	2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.3.1, 5.1.1, 5.2.1	A1 B10 C1-12 D1 E3-4, 6	Monday 22 <sup>nd</sup> Nov by 5pm

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### **Assessment Details**

#### **Assessment 1: Interpreting Indigenous Creative Arts practices using syllabus concepts**

You will be provided with examples of Indigenous artworks for Visual Arts and Music. With reference to the Creative Arts K-6 Syllabus explain how each of these creative forms functions as a representation of artistic practice. Additional criteria for the assessment will be provided on Moodle.

#### **Assessment 2: Integrated Scope and Sequence Plan**

Design an integrated unit of work in which students engage in learning in each of the four artforms. Additional criteria for this assessment will be provided on Moodle.



**UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6786 CREATIVE ARTS**

Student Name:

Student No.:

Assessment Task 1: **Interpreting Indigenous Creative Arts practices using syllabus concepts**

SPECIFIC CRITERIA	(-) <span style="float: right;">(+)</span>				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Appropriate Indigenous works and artists in Visual Arts and Music selected for primary aged students</li> <li>• Identification of key Creative Arts K-6 Syllabus components</li> <li>• Demonstrates respect of the Indigenous perspectives</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Clear explanation of the artwork and how the work represents the artists ideas</li> <li>• Appropriate use of Indigenous protocols</li> <li>• Integrates references to the Creative Arts syllabus</li> <li>• Expresses a deep understanding of the cultural and practical implications of each artform</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Recommended: /20 (FL PS CR DN HD)**

**Date:**

**Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

**UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6786 CREATIVE ARTS**

Student Name:

Student No.:

Assessment Task 2: **Integrated Scope and Sequence Plan (Unit of work)**

SPECIFIC CRITERIA	(-) <span style="float: right;">(+)</span>				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clear planning of an integrated unit of work using a theme/topic</li> <li>• Identification and explanation of concepts/elements, outcomes, and content for each of the four artforms within the planning of the integrated unit of work</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Stage appropriate artists/artworks, activities and resources identified for each artform</li> <li>• Clear description of how students will explore Creative Arts practices and what students will make and/or perform</li> <li>• Thorough analysis of how students will be assessed and the integration of Creative Arts with other Key Learning Areas</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**