This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: Content and Pedagogy: The Arts and HPE

Unit Code: CR224

Award: Bachelor of Education (Middle Years)

Core/Elective: Core

Pre/co-requisites: Nil

Mode: Internal

Weighting: 10 credit points

Delivery/Contact hrs:
- Class contact: 33 hours
- Engagement with unit materials readings: 44 hours
- Assignment preparation: 63 hours
- Total: 140 hours

Teaching Staff:
- Angela Pratt (Unit Coordinator)
- Debra Ayling

Unit Rationale:
Physical activity and creative endeavours are some of the necessary means of coming to terms with one's world, particularly during the middle phase of learning. As Christians we understand humankind is be made in the image of God, who is the Creator. As humans therefore it is crucial to learn to care for our physical body which is the temple of the Holy Spirit. Being created in the image of God we are endowed with creative abilities which help us to grow in all areas of our life.

This unit is designed to provide preservice teachers with an introduction to the fields of The Arts and Health and Physical Education (HPE) within education. Preservice teachers will develop an understanding of the value of The Arts and HPE in the classroom to promote the holistic growth and development of children and adolescents.

A series of practical workshops will provide introductory experiences in both KLAs, offering opportunities for preservice teachers to develop content knowledge and pedagogies. Through such experiences, preservice teachers will acquire a repertoire of strategies, processes, games and activities appropriate for implementation within the classroom, in both KLAs. Pedagogical principles, theoretical components and practice within the teaching and learning of The Arts and HPE will be examined and applied in the planning, preparation and implementation of classroom practices in school contexts.

Preservice teachers will be encouraged to further consider and develop a distinctively Christian approach to the teaching of the Arts and HPE building upon their developing understanding of the contours of a Christian worldview and its philosophical and practical implications.

Learning Outcomes:
On completion of this unit, preservice teachers will have provided evidence that they have:

1. Demonstrated an understanding of discipline content and pedagogies of the Arts and HPE;
2. Understood resources, strategies and processes relevant to stages of development and education in the Arts and HPE;
3. Identified and evaluated the key processes and assumptions that underpin the practices of teaching the Arts and HPE;
4. Identified the literate, numerate and digital demands expected of school students engaging in learning in the Arts and HPE;
5. Designed learning experiences, teaching and assessment approaches for authentic, meaningful and integrated learning in the Arts and HPE;
6. Critically reflected on Arts Education and Health and Physical Education from a Christian perspective.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
<table>
<thead>
<tr>
<th>Week</th>
<th>The Arts</th>
<th>HPE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to The Arts</td>
<td>Introduction to Health and Physical Education</td>
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<tr>
<td></td>
<td>- What are The Arts? Why teach The Arts?</td>
<td>- Engaging a Christian worldview for HPE</td>
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<td>- Stages of development and the impact on teaching and learning in The Arts</td>
<td>- Investigating syllabus documentation</td>
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<td>- Christian perspectives and models for teaching The Arts</td>
<td>- Workplace health and safety and legal issues associated with teaching HPE</td>
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<td>2</td>
<td>Understanding the creative process; how artistic learning occurs.</td>
<td>Foundations of Teaching and Learning Physical Education</td>
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<td></td>
<td>Teaching Drama - Pedagogical principles, theoretical components and practice</td>
<td>- Psychomotor development and movement; focusing on years p-3 and 4-7</td>
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<td>4</td>
<td>Teaching Dance - Pedagogical principles, theoretical components and practice</td>
<td>- Warming up and down</td>
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<td></td>
<td>Teaching Music - Pedagogical principles, theoretical components and practice</td>
<td>- Skill sessions; developing basic skills in coordination and game play</td>
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<tr>
<td>6</td>
<td>Teaching Visual Art - Pedagogical principles, theoretical components and practice</td>
<td>- Finishing games</td>
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<tr>
<td>8</td>
<td>Teaching Media - Pedagogical principles, theoretical components and practice</td>
<td>Foundations of Teaching and Learning Health</td>
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<tr>
<td>9</td>
<td>Balance in the curriculum - The Arts as an integrative force</td>
<td>- Personal development; communication, understanding self, understanding others</td>
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<tr>
<td>10</td>
<td>Catering for differences - creativity and the individual</td>
<td>- Promoting physical, mental and emotional health with children</td>
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<td></td>
<td>The Arts: Summing up - where to from here?</td>
<td>- School-wide and classroom engagement with health related curriculum and policy initiatives</td>
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<tr>
<td>1-11</td>
<td>Each week students will participate in developing knowledge, experience and expertise in a range of artistic activities. These will cover the five strands of The Arts syllabus.</td>
<td>Whole-School Approaches to HPE</td>
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<tr>
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<td>Each week students will participate in developing knowledge, experience and expertise in a range of physical activities. These will include:</td>
<td>- Coaching, refereeing, sportsmanship and carnivals</td>
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<td></td>
<td>- Ball sports; e.g. touch football, basketball, netball</td>
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<td>- Bat and ball sports; e.g. softball, cricket</td>
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<td></td>
<td>- Fitness activities; e.g. aerobics, skipping</td>
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<td>- Gymnastics and dance</td>
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<td></td>
<td>- Aquatics</td>
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<td></td>
<td>- Recreational sports; e.g. rock climbing, cycling</td>
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</tbody>
</table>
Set Text Requirements:

All state and national syllabus documentation, including:
- Essential Learnings: The Arts
- Essential Learnings: Health and Physical Education

Recommended Readings:

The Arts
Hart, T & Guthrie, SR 2007, Faithful Performances: Enacting Christian tradition, Ashgate, Burlington, VT.
Jensen, E 2000, Music With the Brain in Mind, The Barin Store, San Diego, CA.
Jones, P 2008, Teaching Music in Primary Schools, Learning Matters, Exeter, UK.
Knijnenburg, N 2007, Performing Arts Launchpad: Easy to Use Arts Activities for Primary and Middle School Teachers and Students, Ninehill, Brisbane.
Koster, J 2009, Growing artists: Teaching the Arts to Young Children, 4th edn, Delmar Thomson Learning, Clifton Park, NY.
Lubawy, J 2009, Visions of Creativity in Early Childhood, Pademelon Press, Castle Hill, NSW.
Mayesky, M 2008, Creative Activities For Young Children, 9th edn, Delmar Cengage Learning, Florence, KY.
Pomer, J 2009, Dance Composition: An Interrelated Arts Approach, Human Kinetics, Champaign, IL.
Roncace, M & Gray, P (eds.) 2007, Teaching the Bible Through Popular Culture and the Arts, Brill, Boston.
Russell-Bowie, D 2009, MMADD About the Arts: An Introduction to Primary Arts Education, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.
Schirrmacher, R 2009, Art and Creative Development for Young Children, 6th edn, Delmar Cengage Learning, Florence, KY.

Health and Physical Education
Austin, J & Hickey, A (eds.) 2007, Education for Healthy Communities: Possibilities Through SOSE and HPE, Pearson Education Australia, Frenchs Forest, NSW.
Byl, J & Visker, T (eds.) 1999, Physical Education, Sports, Wellness: Looking to God as We Look at Ourselves, Dordt Press, Sioux Center, IA.
Campbell, L & Musumeci, J 2005, Active Children: Healthy Now and Later, Early Childhood Australia, Watson, ACT.
Fabre, L 2006, Building Balance, Agility and Strength for Juniors in Sport, Fabre, Cloverdale, WA.
Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE Syllabus Concept Map</td>
<td>Develop and present a concept map that considers the nature and scope of the HPE curriculum, identifying the core content and processes for teaching HPE.</td>
<td>1-4, 6, 7</td>
<td>Week 5</td>
<td>25%</td>
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<tr>
<td>Arts Work Presentation</td>
<td>Create an arts work (eg music composition, painting, drama script, dancework, film clip) on a topic/theme suitable for use as an exemplar in a classroom context. Develop a guide for making judgements about school students' demonstrations in relation to the nature of the arts work.</td>
<td>1-4, 6, 7</td>
<td>Week 7</td>
<td>25%</td>
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<tr>
<td>PE Folio with Assessment Task (2000 words)</td>
<td>Develop a folio of fitness games, strategies and activities covering physical activities and movement for a range of year levels in middle phase contexts. This should include at least one assessment task with a guide for making judgements, and be linked to syllabus documentation for the middle phase.</td>
<td>1-7</td>
<td>Week 9</td>
<td>25%</td>
</tr>
<tr>
<td>Arts Learning Plans and Resources (1500 words)</td>
<td>Preparation of five learning plans with resources incorporating The Arts as an integrated part of the curriculum for a chosen topic.</td>
<td>1-7</td>
<td>Week 11</td>
<td>25%</td>
</tr>
</tbody>
</table>

Unit Overview:

This unit is designed to provide preservice teachers with an introduction to the field of The Arts and Health and Physical Education (HPE) within education. Preservice teachers will develop an understanding of the value of The Arts and HPE in the classroom to promote the holistic growth and development of school students in the middle phase.