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 | Curriculum and Pedagogy: Arts and HPE
---|---
Unit Code | CR414
Award | Graduate Diploma in Education (Primary)
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 childhood. 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 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 children.

A series of practical workshops will provide introductory experiences in both KLAs, offering opportunities for preservice teachers to develop content knowledge and pedagogies of the current Queensland curriculum. 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 content and pedagogies of current Queensland curriculum in 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 students engaging in learning in the Arts and HPE.
5. Demonstrated proficiency and competence in preparing and designing 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>Topic</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Introduction to The Arts</strong></td>
<td><strong>Introduction to Health and Physical Education</strong></td>
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<tr>
<td>- What are The Arts? Why teach The Arts?</td>
<td>- Engaging a Christian worldview for HPE</td>
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<tr>
<td>- Stages of development and the impact on teaching and learning in The Arts</td>
<td>- Investigating syllabus documentation</td>
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<tr>
<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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<tr>
<td>- Understanding the creative process; how artistic learning occurs.</td>
<td><strong>Foundations of Teaching and Learning Physical Education</strong></td>
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<tr>
<td><strong>2</strong></td>
<td><strong>Teaching Drama - Pedagogical principles, theoretical components and practice</strong></td>
<td><strong>Foundations of Teaching and Learning Health</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Teaching Dance - Pedagogical principles, theoretical components and practice</strong></td>
<td><strong>Pedagogies and Practices for HPE</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Teaching Music - Pedagogical principles, theoretical components and practice</strong></td>
<td><strong>Whole-School Approaches to HPE</strong></td>
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<tr>
<td><strong>5</strong></td>
<td><strong>Teaching Visual Art - Pedagogical principles, theoretical components and practice</strong></td>
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<tr>
<td><strong>6</strong></td>
<td><strong>Teaching Media - Pedagogical principles, theoretical components and practice</strong></td>
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<td><strong>7</strong></td>
<td><strong>Balance in the curriculum - The Arts as an integrative force</strong></td>
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<td><strong>8</strong></td>
<td><strong>Catering for differences - creativity and the individual</strong></td>
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<tr>
<td><strong>9</strong></td>
<td><strong>The Arts: Summing up - where to from here?</strong></td>
<td></td>
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<tr>
<td><strong>10</strong></td>
<td><strong>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.</strong></td>
<td><strong>Each week students will participate in developing knowledge, experience and expertise in a range of physical activities. These will include:</strong></td>
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<tr>
<td>- Ball sports; e.g. touch football, basketball, netball</td>
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<tr>
<td>- Bat and ball sports; e.g. softball, cricket</td>
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<tr>
<td>- Fitness activities; e.g. aerobics, skipping</td>
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<tr>
<td>- Gymnastics and dance</td>
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<tr>
<td>- Aquatics</td>
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<tr>
<td>- Recreational sports; e.g. rock climbing, cycling</td>
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</tr>
</tbody>
</table>
Queensland Studies Authority, *Essential Learnings* and syllabus documentation for both the Arts and Health and Physical Education.

**Recommended Readings:**

### The Arts


Knijnenburg, N 2007, *Performing Arts Launchpad: Easy to Use Arts Activities for Primary and Middle School Teachers and Students*, Ninehill, Brisbane.


Maysky, M 2008, *Creative Activities For Young Children*, 9th edn, Delmar Cengage Learning, Florence, KY.


Russell-Bowie, D 2009, *MMADD About the Arts: An Introduction to Primary Arts Education*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.


### 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.


### 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>Research Paper (3000 words)</td>
<td>The place, role and significance of the Arts and Health and Physical Education in primary contexts.</td>
<td>1-3, 5, 6</td>
<td>Week 5</td>
<td>40%</td>
</tr>
<tr>
<td>Integrated Arts Folio and Rationale (1500 words)</td>
<td>An Integrated Arts folio; compilation of learning experiences, teaching and assessment ideas linked to the QSA Essential Learnings for The Arts. This is to be accompanied by a rationale (500-800 words) that justifies the inclusions.</td>
<td>1-6</td>
<td>Week 15</td>
<td>30%</td>
</tr>
<tr>
<td>HPE Folio and Rationale (1500 words)</td>
<td>A folio of learning experiences, teaching and assessment ideas covering Health, Physical Activity and Personal Development ideas linked to the QSA Essential Learnings for HPE. This is to be accompanied by a rationale (500-800 words) that informs the series of three lessons.</td>
<td>1-6</td>
<td>Week 15</td>
<td>30%</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 children.