



CHRISTIAN HERITAGE COLLEGE

CR220

CONTENT AND PEDAGOGY: THE ARTS

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 code	CR220						
Unit name	Content and Pedagogy: The Arts						
Associated higher education awards	Bachelor of Education (Primary)						
Duration	One semester						
Level	Intermediate						
Core/elective	Core						
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320						
Delivery mode	Face-to-face on site						
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study and assignment preparation</td> <td>120 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study and assignment preparation	120 hours	TOTAL	150 hours
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Reading, study and assignment preparation	120 hours						
TOTAL	150 hours						
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite:</i></p> <p>PE212 Learning about Teaching: Planning for Learning (P-6)</p>						
Rationale	<p><u>Enduring Understanding:</u> Teaching The Arts provides opportunities for students to be creative, reflecting elements of truth, beauty and goodness evident in natural and spiritual realms.</p> <p>This unit is designed to provide pre-service teachers with an introduction to The Arts in education. A series of practical workshops will provide introductory experiences in dance, drama, media, music and visual art education, offering opportunities for pre-service teachers to develop foundational knowledge and understanding of the distinctive nature of The Arts.</p> <p>Pre-service teachers will also learn about the literacy, numeracy and digital demands on those studying or using The Arts. Pedagogical principles, theoretical components and practice within drama, dance, music, visual art and media will be examined and applied in the planning, preparation and implementation of classroom practices in school contexts.</p> <p>Pre-service teachers will consider and develop a distinctively Christian approach to the teaching of The Arts upon their developing understanding of the contours of a Christian worldview and its philosophical and practical implications.</p>						
Prescribed text(s)	<p>Russell-Bowie, D. (2015). <i>MMADD about the arts: An introduction to primary arts education</i> (4th ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>						
Recommended readings	<p>Books</p> <p>Andrews, G., & Taylor, R. (2014). <i>The arts in the primary school</i>. London, UK: Routledge.</p> <p>Bouza Koster, J. (2015). <i>Growing artists: Teaching the arts to young children</i> (6th ed.) Stamford, CT: Cengage Learning.</p>						

	<p>Edwards, L. (2013). <i>The creative arts: A process approach for teachers and children</i>. Harlow, UK: Pearson.</p> <p>Ewing, R. (Ed.). (2012). <i>Creative arts in the lives of young children: Play, imagination and learning</i>. Camberwell, VIC: ACER Press.</p> <p>Fox, J.E., & Schirrmacher, R. (2012). <i>Art and creative development for young children</i> (7th ed.). Independence, KY: Delmar Cengage Learning.</p> <p>Isenberg, J.P., & Jalongo, M.R. (2013). <i>Creative thinking and arts-based learning: Preschool through fourth grade</i>. Boston, MA: Pearson.</p> <p>Taylor, D.W.O. (Ed). (2010). <i>For the beauty of the church: Casting a vision for the arts</i>. Grand Rapids, MI: Baker Books.</p> <p>Tickle, L. (Ed.). (2014). <i>The arts in education: Some research studies</i>. London, UK: Routledge.</p> <p>Journals</p> <p><i>Australian Journal of Music Education</i></p> <p><i>Comparative Drama</i></p> <p><i>The Journal of Physical Education, Recreation & Dance</i></p> <p><i>Teaching Music</i></p> <p>Websites</p> <p>Primary Arts Network http://www.primaryartsnetwork.com.au/page/primary-arts-network-pan</p> <p>K-12 Creative Arts Curriculum support http://www.curriculumsupport.education.nsw.gov.au/primary/creativearts/</p> <p>In addition to the resources above, pre-service teachers should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. What are The Arts? Why teach The Arts, including using The Arts for reconciliation with Aboriginal and Torres Strait Islander peoples 2. Overview of The Arts curriculum documentation examining key ideas and structure 3. Worldview assumptions through a biblical lense within the curriculum and pedagogical practices 4. Stages of development: How do these impact on teaching and learning in The Arts? 5. Pedagogical principles, theoretical components and practice, including use of ICTs 6. Christian perspectives and models for teaching The Arts 7. How artistic learning occurs: Understanding the artistic/creative process 8. The literate, numerate and digital demands of using The Arts in and out of the classroom 9. Balance in the curriculum: The Arts as an integrative framework 10. Catering for diversity: Creativity and the individual <ol style="list-style-type: none"> a. Using The Arts in culturally diverse classrooms b. Engaging students from Aboriginal and Torres Strait Islander backgrounds in culturally appropriate ways in The Arts

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. demonstrated broad and coherent understanding of current curriculum documentation and pedagogies in the distinctive aspects of The Arts; 2. evaluated the key concepts, substance, and assumptions that underpin the practices of teaching The Arts in classroom contexts; 3. identified the literacy, numeracy and digital demands expected of school students engaging in learning The Arts; 4. applied a range of pedagogical strategies and processes, tools and/or resources mediated through ICTs related to The Arts, relevant to stages of development within Prep-Year 6; 5. designed learning experiences, teaching and assessment strategies for authentic and integrated learning in The Arts including a critical reflection from a Christian worldview perspective; 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Argument Map and Rationale</p> <p>Develop and creatively present an argument map that outlines the justification of the inclusion of The Arts in the curriculum for primary contexts. Summarise the core arguments into a rationale for teaching The Arts.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 5, 6</p> <p>Assessed: Week 7</p> <p>Task 2: Presentation and Lesson Planning</p> <p>Learning Sequence and Artwork Presentation. Preparation of five learning plans with resources incorporating The Arts as an integrated part of the curriculum for a chosen topic, incorporating appropriate, relevant use of ICTs.</p> <p>Learning Sequence and Artwork Presentation</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1- 6</p> <p>Assessed: Week 16</p>
Australian Professional Standards for Teachers (APST)	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 4.5 Use ICT safely, responsibly and ethically 5.1 Assess student learning

Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> :			
<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2, 4	1, 2
2.2	Organise content into an effective learning and teaching sequence.	1, 4, 5	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	3	2
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 4	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1, 4	2
3.3	Include a range of teaching strategies.	4	2
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	4	2
Unit summary	This unit is designed to provide pre-service teachers with an introduction to The Arts in education. A series of practical workshops will provide introductory experiences in dance, drama, media, music and visual art education, offering opportunities for pre-service teachers to develop foundational knowledge and understanding of the distinctive nature of The Arts.		