EDST1244 Foundations of the Arts in Education - 2024

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General Course Information

Course Code : EDST1244
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

As a pre-service teacher, this course provides you with fundamental knowledge of The Arts in education. You will examine the basis on which learning in the visual and performing arts is grounded and the nature of students' learning progression in the primary years of schooling. As a

means for exploring and researching the disciplines of Visual Arts (including Media Arts), Music, Dance and Drama this course introduces you to a conceptual framework comprising the core and essential concepts of arts practitioner, artwork, audience and subject matter. You will learn to apply this framework in your own research of instances of arts practice and draw links to ways arts practices can be explained and interpreted. Through this research you will examine the different artforms in each discipline, how artists make artworks, how works are consumed and valued by different audiences on personal, community, symbolic and critical levels, and what artworks represent about our local, national and global societies, including Australian, Indigenous Aboriginal, Asian and international artists from historical and contemporary contexts. This course also develops your skills in critical interpretation when examining and interpreting different forms of art.

Course Aims

This course aims to provide preservice teachers with fundamental knowledge of The Arts in education.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate a broad knowledge and understanding of the concepts, substance and structure of the Arts as distinct disciplines in local, national, global and Indigenous contexts
CLO2 : Analyse research on how children learn conceptually and practically in Arts disciplines
CLO3 : Research, interpret and explain the relationships between artists/practitioners, audiences, artforms and subject matter in the representation of meaning in each Arts discipline
CLO4 : Conceptualise, synthesise, evaluate and develop a range of resources, including digital resources, to demonstrate understanding of practice in the Arts

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate a broad knowledge and understanding of the concepts, substance and structure of the Arts as distinct disciplines in local, national, global and Indigenous contexts	• A written paper on children's learning and development in the Arts • Case studies of arts practice
CLO2 : Analyse research on how children learn conceptually and practically in Arts disciplines	• A written paper on children's learning and development in the Arts
CLO3 : Research, interpret and explain the relationships between artists/practitioners, audiences, artforms and subject matter in the representation of meaning in each Arts discipline	• Case studies of arts practice
CLO4 : Conceptualise, synthesise, evaluate and develop a range of resources, including digital resources, to demonstrate understanding of practice in the Arts	• Case studies of arts practice

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Course content will be covered in lectures, practical workshops, individual and group and independent research. The course combines a range of teaching and learning activities including asynchronous lectures, synchronous weekly tutorials and online discussion activities.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
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
2.4.1	Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1, 6	1
C	Information and Communication Technologies.	2, 9	2
D	Literacy and Numeracy.	1	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
A written paper on children's learning and development in the Arts Assessment Format: Individual	40%	Due Date: See Moodle
Case studies of arts practice Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details

A written paper on children's learning and development in the Arts

Assessment Overview

2000 words. Pre-service teachers draw on literature on children's learning and development to outline the practical and conceptual bases of learning in each arts discipline. They consider what are the core and essential concepts and practices students acquire and develop during the fertile period of development from early, middle and late childhood.

Feedback provided via LMS.

Course Learning Outcomes

- CLO1 : Demonstrate a broad knowledge and understanding of the concepts, substance and structure of the Arts as distinct disciplines in local, national, global and Indigenous contexts
- CLO2 : Analyse research on how children learn conceptually and practically in Arts disciplines

Detailed Assessment Description

See Moodle.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST1244 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Written Paper • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understands and explains the domain core concepts and their relationships in student learning in the Arts	
• Depth of analysis and critique in response to the task • Analyses the strengths of a range of research literature to build an account of student learning in the Arts • Effectively identifies different points of view concerning the issue • Effectively summarises the investigation being undertaken	
• Familiarity with and relevance of professional and/or research literature used to support response • Draws on appropriate literature on student learning in the Arts to sustain claims	
• Structure and organisation of response • Logical and coherent structure • Clear presentation of ideas	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length	
• General comments/recommendations for next time:	
• 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 contextualise 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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Case studies of arts practice

Assessment Overview

2000 words. Pre-service teachers apply the conceptual framework to research and assemble at least two case studies which exemplify different forms of practice in each arts discipline. Case studies may focus on historical and contemporary examples of art practice, or instances in which historical examples are re-interpreted in the contemporary world. These case studies may be linked by way of themes of subject matter, material form, and/or conceptual meaning.

Feedback provided via LMS.

Course Learning Outcomes

- CLO1 : Demonstrate a broad knowledge and understanding of the concepts, substance and structure of the Arts as distinct disciplines in local, national, global and Indigenous contexts
- CLO3 : Research, interpret and explain the relationships between artists/practitioners, audiences, artforms and subject matter in the representation of meaning in each Arts discipline
- CLO4 : Conceptualise, synthesise, evaluate and develop a range of resources, including digital resources, to demonstrate understanding of practice in the Arts

Detailed Assessment Description

- At least one case study must address Aboriginal and Torres Strait Islander practice.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST1244 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Case Studies • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstrated understanding and explanation of the role of artist, audience, subject matter, and world represented in each practice • Clarity and significance of the nature of art practice in all arts domains	
• Depth of analysis and critique in response to the task • Effectively summarises the investigation being undertaken • Effectively identifies different points of view concerning the issue • Explains and justifies proposed solutions or options	
• Familiarity with and relevance of professional and/or research literature used to support response • Draws on appropriate literature and resources on art practice in the Arts to sustain claims • Curates appropriate images and links to recordings to assemble a body of evidence of practice	
• Structure and organisation of response • Logical and coherent structure • Clear presentation of ideas	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • 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 contextualise 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.	

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assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	• Introduction to the Course and The Arts Outline and assessment, key resources and readings Introduction to The Arts as a domain of understanding Myths about learning and practice in The Arts Core concepts and principles for understanding Dance, Drama, Music and Visual Arts as knowledge domains
	Workshop	• Identifying relationship between core concepts in Dance, Drama, Music and Visual Arts • Using a conceptual framework to explain the structure of the artworld
Week 2 : 3 June - 9 June	Lecture	• Learning and conceptual development in the Visual Arts Reasoning, beliefs and artworks Constraints on art understanding Development in artmaking and art interpretation
	Workshop	• Learning progression in Visual arts Forms of practice Orientations to meaning Developmental changes in art understanding
Week 3 : 10 June - 16 June	Lecture	• Learning and conceptual development in the Performing Arts Reasoning, beliefs and forms of performance Constraints on understanding in Performing Arts Development in making and interpretation
	Workshop	• Distinguishing the unique character of learning and differences among the Performing Arts Forms of practice Orientations to meaning Developmental changes in art understanding
Week 4 : 17 June - 23 June	Lecture	• Strategies for researching and documenting practices in the Arts Case studies, documentaries, websites Critical and historical written and oral accounts Chronologies, styles, narratives and histories Thematics, bodies of work, bodies of evidence Culturally appropriate, inclusive and sensitive orientations to practice Copyright in the Arts
	Workshop	• Developing a plan for assembling case studies and resources for the classroom
Week 5 : 24 June - 30 June	Lecture	• Protocols for working with Indigenous artworks and artists Culturally appropriate, inclusive and sensitive orientations to practice Positionality
	Workshop	• Documenting the practice of Indigenous artists Resources, sources
Week 6 : 1 July - 7 July	Lecture	• Flexibility Week • Asynchronous • The nature of practice in the Visual Arts A theory of practice Orientations to meaning
	Workshop	• Asynchronous • Investigating and explaining forms of making and appreciating in Visual Arts
Week 7 : 8 July - 14 July	Lecture	• The nature of practice in Music A theory of practice Orientations to meaning
	Workshop	• Investigating and explaining forms of Performing, Organising Sound and Listening in Music
Week 8 : 15 July - 21 July	Lecture	• The nature of practice in Dance A theory of practice Orientations to meaning
	Workshop	• Investigating and explaining forms Performing, Composing and Appreciating in Dance
Week 9 : 22 July - 28 July	Lecture	• The nature of practice in the Drama A theory of practice Orientations to meaning
	Workshop	• Investigating and explaining forms Making, Performing and Appreciating in Drama
Week 10 : 29 July - 4 August	Lecture	• Showcasing case studies Each student selects ONE case study they have developed and present this to the class
	Workshop	• Reflection on case studies in The Arts…what have we learned? How might this be used?

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of

programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- Roy, D., Baker, W., & Hamilton, A. (2019). *Teaching the Arts - Early Childhood and Primary Education*. Cambridge University Press.
- NESA (2006). *Creative Arts K-6 Syllabus*. https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creativearts-k-6-syllabus

Recommended Resources

Recommended readings

- Adams, J., & Owens, A. (2016). *Creativity and democracy in education: practices and politics of learning through the arts*. Routledge, is an imprint of the Taylor & Francis Group, an Informabusiness.
- Deans, J. (2016). Thinking, feeling and relating: Young children learning through dance. *Australasian Journal of Early Childhood*, 41(3), 46–57. https://doi.org/10.1177/183693911604100307
- Dinham, J. (2017). *Delivering authentic arts education* (3rd edition.). Cengage Learning.
- Giguere, M. (2011). Social Influences on the Creative Process: An Examination of Children's Creativity and Learning in Dance. *International Journal of Education and the Arts*, 12.
- Gulla, A. N., & Sherman, M. H. (2020). *Inquiry-Based Learning Through the Creative Arts for Teachers and Teacher Educators* (1st ed. 2020.). Springer International Publishing. Imprint: Palgrave Macmillan.
- Hanes, J., & Wiseman, E. (2018). *The role of the arts in learning: cultivating landscapes of democracy*. Routledge, Taylor & Francis Group.
- Kim, H. (2018). Towards a Dialogic Understanding of Children's Art-Making Process. *The International Journal of Art & Design Education*, 37(1), 101–112. https://doi.org/10.1111/jade.12131
- McAvoy, M., & O'Connor, P. (2022). *The Routledge Companion to Drama in Education*. (First edition.). Routledge.

- Maras, K. E. (2018). Mind, Language and Artworks as Real Constraints on Students' Critical Reasoning about Meaning in Art. *The International Journal of Art & Design Education*, 37(3), 530–540. https://doi.org/10.1111/jade.12152
- Maras, K. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. *Australian Art Education*, 33(1), 20–28. https://doi.org/info:doi/
- Naughton, C., Biesta, G., and Cole, D. (2018). *Art, Artists and Pedagogy: Philosophy and the Arts in Education*. Routledge.
- Poston-Anderson, B. (2016). *Drama: learning connections in primary schools*, 2e (Second edition.). Oxford University Press.
- Roldan, J., Lara-Osuna, R., & Gonzalez-Torre, A. (2019). The Project 'Art for Learning Art' in Contemporary Art Museums. *The International Journal of Art & Design Education*, 38(3), 572–582. https://doi.org/10.1111/jade.12245
- Sinclair, C., Jeanneret, N. O'Toole, J., & Hunter, M. (2017). *Education in the Arts*. Oxford University Press ANZ.
- Stephenson, L. (2023). Collective creativity and wellbeing dispositions: Children's perceptions of learning through drama. *Thinking Skills and Creativity*, 47, 101188. https://doi.org/10.1016/j.tsc.2022.101188
- Tam, P.-C. (2016). Children's creative understanding of drama education: A Bakhtinian perspective. *Thinking Skills and Creativity*, 20, 29–39. https://doi.org/10.1016/j.tsc.2016.02.003
- Tsubonou, Y., Tan, A.-G., & Oie, M. (2019). *Creativity in Music Education*. Springer Singapore. Imprint: Springer.
- Wright, S. (2011). *Children, Meaning-Making and the Arts*. Australia: Pearson.
- Young, S. (2018). *Critical new perspectives on early childhood music: young children engaging and learning through music*. Routledge.

Recommended websites:

- Arts Hub: https://www.artshub.com.au/
- Australia Council for the Arts: https://australiacouncil.gov.au/advocacy-and-research/
- First Nations Arts and Culture: https://australiacouncil.gov.au/advocacy-and-research/first-nationsarts-and-culture/
- National Advocates for Arts Education: https://naae.org.au/evidence-and-research

Recommended affiliations

- Cultural Institutions including local, national and international art galleries and museums, libraries, performing arts venues including opera houses, theatre companies, dance companies, and musical societies.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Renee Andrews				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education