

## 460-671 Creativity, Play and the Arts

<b>Credit Points:</b>	12.50
<b>Level:</b>	1 (Undergraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville campus
<b>Time Commitment:</b>	Contact Hours: 26 hours Total Time Commitment: 120 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Mr Robert Anthony Brown
<b>Subject Overview:</b>	<p>This subject focuses on the integral connection between play, the arts and learning in childhood. Through workshops, seminars, observations and site-visits, students will investigate how children learn and develop through play and creative arts experiences. To understand and learn how to facilitate children's play through arts practice students will experience, observe and co-play in a range of real-life settings.</p> <p>The experiential nature of the subject is supported by knowledge drawn from a range of disciplines incorporating theories of learning, play and creativity, artistic creation, and human development through art. Sites of practice may include museums, galleries, early learning centres, hospitals and community centres.</p>
<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li># Experience and reflect critically on diverse arts and play settings for children;</li> <li># Demonstrate an understanding of the role of the arts and play in child development;</li> <li># Practice observational and analytical skills;</li> <li># Develop skills and knowledge that support play-based arts practice in a range of 'real-life' settings.</li> </ul>
<b>Assessment:</b>	There will be three items of assessment. Item 1: Observation (for on-line forum/ class blog) Item 2: Practical arts based assignment Item 3. Research task The assignments will total 4000 words or equivalent.
<b>Prescribed Texts:</b>	<p>Course readings will be provided. Bruner, Jerome 1986, Actual minds, Possible Worlds, Cambridge: Harvard University Press. Dacey, J, and Lennon, K. (1998) Understanding Creativity. The Interplay of Biological, Psychological, and Social Factors. San Francisco: Jossey-Bass Publisher. Johnson, J., Christie, J. &amp; Yawkey, T. (1999) Play and Early Childhood Development, New York: Longman Paley, Vivian, 2004, A child's work: the importance of fantasy play, Chicago: University of Chicago Press. Slade, Peter, Child Drama Wright, Susan, 2002, The arts, young children and learning, Boston: Allyn &amp; Bacon</p>

<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b><u>Bachelor of Arts</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/D09">https://handbook.unimelb.edu.au/view/2009/D09</a>)</li> <li># <b><u>Bachelor of Biomedicine</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/J07">https://handbook.unimelb.edu.au/view/2009/J07</a>)</li> <li># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/F04">https://handbook.unimelb.edu.au/view/2009/F04</a>)</li> <li># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/A04">https://handbook.unimelb.edu.au/view/2009/A04</a>)</li> <li># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/M05">https://handbook.unimelb.edu.au/view/2009/M05</a>)</li> <li># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/R01">https://handbook.unimelb.edu.au/view/2009/R01</a>)</li> <li># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/355-AA">https://handbook.unimelb.edu.au/view/2009/355-AA</a>)</li> </ul> <p>You should visit <b><u>learn more about breadth subjects</u></b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>This subject will assist students to acquire the following graduate attributes:</p> <ul style="list-style-type: none"> <li># expand their analytical and cognitive skills through learning experiences in diverse subjects, artforms, and settings</li> <li># the capacity to participate fully in collaborative learning and to confront unfamiliar problems</li> <li># initiate and implement constructive change in their communities, including professions and workplaces</li> <li># excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations</li> </ul>