

460-661 The Creative and Expressive Child

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: 2 x 2hr workshops per week Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Mr Robert Anthony Brown
Subject Overview:	<p>This subject engages teacher candidates in extended practical and theoretical studies based on learning about and through visual arts, drama, movement and music in early childhood. Topics focus on how to design, implement and evaluate an arts-centred unit of work suitable for young children, informed by theoretical knowledge of project-based learning and arts-centred pedagogies. Teacher candidates engage in their own arts processes and reflect critically and creatively on these using a range of technologies that will extend their knowledge of creative media and techniques appropriate for young children. Practice-led workshops provide opportunities for individual and collaborative projects to illustrate how teacher candidates engage, guide, scaffold and assess children's creative expression in an arts-centred curriculum.</p>
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # · Convey knowledge and practical skills in drama, movement, visual arts and music suitable for use with young children; # · Demonstrate an understanding of contemporary research related arts-centred pedagogies , project-based learning and integrated curriculum; # · Identify, analyse and evaluate pedagogical issues significant to arts-based teaching and learning; # · Identify, map and critically reflect on effective early childhood arts practices # · Demonstrate a practical knowledge of arts-centred pedagogies, media, techniques and processes that support young children's learning and development; # · Demonstrate an ability to diagnostically plan an arts-centred curriculum that responds to the developing needs and interests of young children; # · Demonstrate knowledge and skills in inquiry-based learning; # · Reflect critically and creatively on arts experiences observed and undertaken during professional placements
Assessment:	<p>Critical reflection on practice (1000 words) (30%) (Due after professional practice experience) Arts portfolio (equivalent to 3000 words) (70%) (due at end of semester)</p>
Prescribed Texts:	Collection of readings

Recommended Texts:	<p>Wright, S. (2003) <i>The arts, young children and learning</i>. Boston: Allyn and Bacon</p> <p>Jeanneret, N., O'Toole, J. & Sinclair, C. (Eds) <i>Education and the Arts: principles and practices for teaching children</i>. London: Oxford University Press</p>
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Convey knowledge and practical skills in drama, movement, visual arts and music suitable for use with young children; # Demonstrate an understanding of contemporary research related arts-centred pedagogies, inquiry-based learning and multiple literacies; # Identify, analyse and evaluate pedagogical issues significant to arts-based teaching and learning; # Identify, map and critically reflect on effective early childhood arts practices including the design of an aesthetic environment; # Demonstrate a practical knowledge of arts-centred pedagogies, media, techniques and processes that support young children's learning and development; # Demonstrate an ability to diagnostically plan an arts-centred curriculum that responds to the developing needs and interests of young children; # Demonstrate knowledge and skills in inquiry-based learning; # Reflect critically and creatively on arts experiences observed and undertaken and during professional placements. <p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and present their ideas and beliefs using words, images, sounds and gestures; # Be flexible and able to adapt to change through creative learning strategies; # Develop research skills in collecting, processing, interpreting and applying data; # Work effectively in teams and develop organisational and social competencies; # Be responsible, resilient and self-regulating; # Articulate personal ideas with confidence; # Develop critical reflection strategies that inform a personal and social values base.
Notes:	Notes: this subject is a successor to the previous subjects 460-523 and 460-528 The Creative and Expressive Child 1 and 2.
Related Course(s):	Master of Teaching (Early Childhood)