EDUC10048 Creativity, Play and the Arts

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville campus
Time Commitment:	Contact Hours: 26 hours Total Time Commitment: 120 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Mr Robert Brown
Contact:	Education Student Centre
Subject Overview:	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. 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.
Objectives:	Students will: # Experience and reflect critically on diverse arts and play settings for children; # Demonstrate an understanding of the role of the arts and play in child development; # Practice observational and analytical skills; # Develop skills and knowledge that support play-based arts practice in a range of 'real-life' settings.
Assessment:	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.
Prescribed Texts:	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. & 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 & Bacon
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: # **Bachelor of Arts (https://handbook.unimelb.edu.au/view/2010/B-ARTS)** # **Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2010/B-BMED)** # **Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2010/B-COM)**

	# **Bachelor of Environments (https://handbook.unimelb.edu.au/view/2010/B-ENVS)** # **Bachelor of Music (https://handbook.unimelb.edu.au/view/2010/B-MUS)** # **Bachelor of Science (https://handbook.unimelb.edu.au/view/2010/B-SCI)** # **Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2010/355AA)** You should visit **learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)** and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	This subject will assist students to acquire the following graduate attributes: # expand their analytical and cognitive skills through learning experiences in diverse subjects, artforms, and settings # the capacity to participate fully in collaborative learning and to confront unfamiliar problems # initiate and implement constructive change in their communities, including professions and workplaces # excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations