

EDUC90392 The Creative and Expressive Child 2

Credit Points:	6.25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, On Campus								
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment								
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90387 The Creative and Expressive Child 1</td> <td>March</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90387 The Creative and Expressive Child 1	March	6.25
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EDUC90387 The Creative and Expressive Child 1	March	6.25							
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:	<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, multiple literacies and arts-centred pedagogies. Case study analyses and on-site visits support the study of the arts in diverse contexts and the varied purposes and roles of arts making and responding. 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, 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. 								

Assessment:	There are 2 assessment tasks: A group plan and presentation (equivalent to 500 words) due as scheduled (40%) An individual Arts Portfolio (equivalent to 1500 words) due end of semester (60%)
Prescribed Texts:	Collection of readings
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 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:	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.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Childhood) Master of Teaching (Early Years) Master of Teaching (Early Years)</p>