

TEAC 3004 CREATIVE ARTS EDUCATION

Credit Points 10

Legacy Code 102647

Coordinator Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael%20Jacobs/))

Description This unit explores the importance of the creative arts in the primary classroom, addressing the content and pedagogies appropriate to dance, drama, music and visual arts. This unit has been designed to give students the opportunity to develop their knowledge, understanding, skills, confidence and competence in the five art forms of creative arts. It also provides students with the opportunity to develop their planning and teaching skills in the creative arts, through exploring pedagogies for the teaching of practical arts classes. This unit develops students as teachers who demonstrate creativity when teaching, empathy with diverse groups of student learners, a commitment to socially just schools and classrooms and who understand artistic processes. It aims to give students an understanding of the role of aesthetics, imagination and play in learning. An independent learning program also encourages learners to develop their own arts skills in three strands.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of arts education in the context of the Primary classroom, including theories, philosophies and practices of creativity, aesthetic learning and play;
2. Critically analyse research on the importance of arts education in the holistic development of children and its role in building positive school and community cultures;
3. Demonstrate an understanding of the content and central concepts of arts syllabus documents in a range of contexts, including Aboriginal and Torres Strait Islander perspectives;
4. Design and create learning experiences that value the distinct knowledge and skills associated with Dance, Drama, Music and Visual Arts education, along with an understanding of integrated approaches;
5. Plan and implement arts education experiences that use a range of pedagogical approaches, with a working knowledge of management strategies, assessment tools and resources appropriate for arts education;
6. Exhibit practical skills in the instruction of Dance, Drama, Music and Visual Arts, with a working knowledge of the literacy and numeracy demands of the Creative Arts.

Subject Content

- theory, principles and practices related to Arts education, including creativity, Aesthetic learning and play
- research on The role of Arts education in The holistic development of children and its contribution to positive school and community cultures
- Attributes, elements and The cognitive processes embedded in Dance, drama, music and Visual Arts
- curriculum concepts and content specific to Dance, drama, music and Visual Arts education including Aboriginal and Torres Strait Islander perspectives
- strategies to integrate art forms and integrate The Arts across The curriculum
- effective pedagogical approaches for Arts education, including management strategies, assessment tools and resources appropriate for Arts education
- practical skills in The instruction of Dance, drama, music, Visual Arts
- Critical reflection on students?f emerging skills and practices in Arts education

Prescribed Texts

- Jacobs, R. & Poli, K. (2018). Big Arts. Sydney: TopHat Publishing

Teaching Periods