

TEAC 7088 PRIMARY CREATIVE ARTS

Credit Points 10

Legacy Code 101585

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

Description This subject introduces students to pedagogical theory and practices in the four diverse art forms of Dance, Drama, Music, and Visual Arts in the primary classroom. The subject provides practical knowledge, skills and understandings of the importance of all four art forms both as powerful teaching and learning strategies across the primary curriculum and as the creative arts in their own right for pre-service teachers. This subject builds students' capabilities to demonstrate creativity when teaching, empathy with diverse groups of student learners, a commitment to socially just schools and classrooms and an understanding of artistic processes. This subject will give students an understanding of the role of aesthetics, imagination and play in learning. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

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

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the 1781 Master of Teaching (Primary).

Assumed Knowledge

Basic computer literacy skills.

Learning Outcomes

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

1. Explain central concepts in science and technology and understandings of the processes of investigating, designing and making and using technology.
2. Demonstrate research-based knowledge of the pedagogies appropriate for science and technology education in primary schools.
3. Apply appropriate strategies to create a positive environment supporting student effort and learning and to engage students as well as address student needs when implementing learning experiences in science and technology.
4. Implement learning experiences that demonstrate an in-depth knowledge of the NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6), including Aboriginal and Torres Strait Islander perspectives, and a range of pedagogies appropriate for science and technology education in primary schools
5. Demonstrate proficiency and the capacity to use a variety of ICTs (including IWBs, digital cameras/microscopes etc. and a variety of software) in the context of science and technology education.

6. Identify and articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in primary schools.
7. Plan and implement coherent lessons and lesson sequences that are designed to engage students and improve learning outcomes in science and technology.
8. Utilise knowledge of a range of resources appropriate to science and technology education.
9. Work in a team to investigate, the production of a designed and made artefact and, the presentation of a discussion about the process.

Subject Content

1. Theory, principles and practices related to Dance, Drama, Music, and Visual Arts and in the integration of these art forms.
2. Curriculum concepts, strategies and content in Dance, Drama, Music, and Visual Arts and in the integration of these subjects across the arts and across the curriculum, including Aboriginal and Torres Strait Islander perspectives.
3. Creating, presenting and appreciating in each of the art forms, based on the NSW Creative Arts K-6 syllabus/Australian Arts Curriculum.
4. Effective classroom management and teaching strategies for teaching and learning in the Creative Arts.
5. Planning an integrated creative arts program to include all four art forms, based on relevant literature and pedagogies within a primary classroom.
6. Range of strategies for teaching, reflecting on and assessing in the Creative Arts.
7. Teaching perspectives and protocols related to the teaching of Aboriginal and Torres Strait Islander arts in the primary school
8. Integration of the arts across the curriculum focussing particularly on Literacy
9. Development and sharing of personal practical skills, understandings and knowledge to create personal meaning in and through each of the art forms.
10. Critical reflection on their own learning styles and practices within each of the art forms and how this relates to the classroom.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 words	50	N	Individual
Portfolio	8 minutes	50	N	Individual

Prescribed Texts

- New South Wales Board of Studies (2006). Creative arts K-6 syllabus. Sydney: Board of Studies NSW. Retrieved from: <http://bosnsw-k6.nsw.edu.au/go/creative-arts>
- Jacobs, R. & Poli, K. (2018). Big Arts. Sydney: TopHat Publishing

Teaching Periods

WSU Online TRI-1 (2024)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_24-OT1_OW_2#subjects)

Autumn (2024)

Bankstown City

On-site

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Spring (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_24-SPR_BK_1#subjects)

WSU Online TRI-3 (2024)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_24-OT3_OW_2#subjects)