

EDUC3810: Teaching Science with The Creative Arts

Callaghan

Summer 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course develops students' knowledge and skills of music and performance arts, to represent and make meaning about concepts from the Science KLA area in the Primary Curriculum. The course reinforces the key concepts in vocal skills, percussion and other instrumentation, symbol systems and composition, kinaesthetic learning, play building, movement and performance production skills. Through development of performance projects and engagement with Science, students will additionally explore literacy, HSIE and the environment through the development of arts skills in music, drama and dance using multi modal methodologies to support the diversity of learners in the classroom. Students will be engaging practically and personally with the role of performance arts processes in constructing and documenting collaborative and student-centred pedagogical applications.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016
- Attendance at lecture/workshop required.

Contact Hours

Integrated Learning Session

Online

6 hour(s) per Term Full Term

Integrated Learning will typically consist of a series of online activities, presentation.

Lecture

Face to Face On Campus

8 hour(s) per Term Full Term

Compressed delivery is typical mode.

Workshop

Face to Face On Campus

16 hour(s) per Term Full Term

Compressed delivery is typical mode.

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr David Roy David.Roy@newcastle.edu.au (02) 4921 8654
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education VG30, V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ol style="list-style-type: none">1. Building performance arts pre-production, production and post-production knowledge and skills: connecting literacy and HSIE and science concepts to develop pedagogical understanding through the application of the arts.2. Creating, analysing and critiquing performance skills, including the body, voice, gesture and music in multimodal forms of composition.3. Applying 21st century learning: creativity, communication, collaboration and critical thinking through arts pedagogies4. Designing KLA multimodal learning projects and document and represent the ideas and concepts through music and performance arts for the primary classroom5. Applying music and performance arts embodied learning and student-centred pedagogies to learning in the Primary classroom.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge and skills in music and performance arts for the construction and representation of knowledge and in communicating learning to audiences, specifically in primary classroom learning contexts.2. Create, analyse and critique digital music and performance arts learning products.3. Demonstrate capacity to design multimodal, collaborative and student-centred learning projects for the integration of knowledge and skills. in the primary classroom
Course Materials	<p>Other Resources:</p> <ul style="list-style-type: none">- Other readings and resources, inc. Lecture materials will be provided on the Course Canvas site <p>Recommended Text:</p> <p>Fitzgerald (ed) (2013). <i>Learning and Teaching Primary Science</i>. Cambridge University Press Roy, Baker & Hamilton (2019). <i>Teaching the Arts Early Childhood and Primary Education</i> (3rd ed.). Cambridge University Press.</p> <p>Required Reading: Board of Studies (2006). <i>Creative Arts K-6 Syllabus</i>. Board of Studies. NESA (2017). <i>Science and Technology K-6 Syllabus</i>. NESA.</p>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	27 Nov 2023	Electricity / Music as Science / Assessment 1	Circuit board / role play / performance skills	
1	28 Nov 2023	Voice and biology / Movement in nature/ Dance	Articulation / dance group performance	
1	29 Nov 2023	Playbuilding / Narratives / Masks and neurology /	Performance development / mask work	Assignment 1 11.59pm
1	30 Nov 2023	Gravity / Astronomy / Religion / First nation Peoples knowledges / quantum physics	Natural forces / creation stories / assessment 2 preparation	
1	1 Dec 2023	Assessment 2 performance / science safety	Performance presentation / Course completion	Assignment 2 9.30am
2	8 Dec 2023			Assignment 3 11.59pm
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Response	Wednesday 29 th November 2023 11.59pm	Individual	20%	1
2	Composition piece	Friday 1 st December 2023 9.30am	Individual	40%	2
3	Project Resource Portfolio	Friday 8 th December 2023 11.59pm	Individual	40%	3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Written Response

Assessment Type Written Assignment

Purpose The purpose of this assignment is for students to demonstrate a depth of knowledge in a key Science learning area.

Description In this assignment you will be asked to choose a Stage 3 Science/Environmental concept and write two about it 2 sections.

1. In 500 words, choose a science concept, describe the concept, and application (including how the concept is understood/observed/analysed).

2. In 500 words (or equivalent):
either describe an interesting story/fact about the Science concept
or present some information about a famous scientist linked to the concept,
or show several fascinating images involving the concept.

Chapters 10, 11, 12 and 13 of the required text "Learning and Teaching Primary Science (2013)" should be a starting point for this assignment.

Students are assessed on their ability to demonstrate

1. Application Skills in formulating and executing well-structured responses to the question.
2. A deep understanding of a key Science content knowledge for Primary classrooms.

Weighting	20%
Length	1000 words (or equivalent)
Due Date	Wednesday 29 th November 2023 11.59pm
Submission Method	Online A coversheet is required for this assignment. This assignment must be submitted to Turn-it-in Submit assignment via Canvas
Assessment Criteria	1. Skill in formulating and executing a well-structured information report & engaging images/stories/facts in response to the question. 2. A deep understanding of a key Science content knowledge for Primary classrooms. 3. The ability to apply APA 7th citation and bibliographic referencing procedures.
Return Method	A marking rubric will be provided through Canvas. Online
Feedback Provided	Online

Assessment 2 - Composition piece

Assessment Type	Performance
Purpose	To allow student the opportunity to present/perform a creative piece of work as part of performance/composition project presentation based upon a key Primary Science/Environment concept.
Description	The composition piece can be music, or drama or dance. It needs to be performed. Students will select a Stage 3 Science/Environment concept, and using a Creative Arts skill to create/compose a performance inspired by the Science knowledge ideas. Students will be assessed individually but may work as part of a group, pair or solo. The performance/composition must be a minimum 2 minutes / maximum 7 minutes in length and each student assessed must be practically involved for at least 2 minutes minimum, as a performer.
Weighting	40%
Length	1750 words equivalent
Due Date	Friday 29 th November 2023 9.30am
Submission Method	In Class
Assessment Criteria	The student demonstrates inventive ideas for the project performance/composition The student demonstrates a clear and practical understanding of the Creative Arts skills involved in bringing his or her project ideas to fruition. There is a clear and comprehensive understanding of the function and interrelation of the performance elements and how they are combined to produce the desired effects in the project. The student demonstrates a clear and practical understanding of the Science knowledges represented in his or her project. A marking rubric will be provided through Canvas.

Return Method Online
Feedback Provided Online

Assessment 3 - Project Resource Portfolio

Assessment Type Portfolio

Purpose To allow students the opportunity to demonstrate the work applied to the creation of a performance/composition project presentation based upon a key Primary Science/Environmental concept.

Description The portfolio is a collection of annotated explanatory & visual materials to illustrate the inspiration, exploration and understanding of the intended process of realization of the project performance/composition.

This may consist of a storyboard (incorporating words and images), photographs, sketches, diagrams, collages, and so on. This section must not be written in a formal essay style/prose.

Whilst students may have collaborated in the creation of the project, this is an individually created portfolio.

Included in the portfolio should information regarding:

1. The Science/environmental concept
2. The Creative Arts concept applied
3. The skills developed
4. Resources used
5. A brief recognition of success/challenges (not in prose form).

Weighting 40%

Length 1750 words (or equivalent)

Due Date Friday 8th December 2023 11.59pm

Submission Method Online
A coversheet is required for this assignment.
This assignment must be submitted to Turn-it-in
Submit assignment via Canvas

Assessment Criteria The student demonstrates inventive ideas for the project performance/composition
The student demonstrates a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.
There is a clear and comprehensive understanding of the function and interrelation of the performance elements and how they are combined to produce the desired effects in the project.
The ability to apply APA 7th citation and bibliographic referencing procedures.

A marking rubric will be provided through Canvas.

Return Method Online
Feedback Provided Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:
Email, Canvas

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please refer to the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items](#)

[Procedure.](#)

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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