

EDUC3810: Teaching Science with The Creative Arts

Callaghan
Winter - 2024



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.

Academic Progress Requirements

Nil

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

Teacher Education Milestone

Contact Hours

Callaghan Integrated Learning Session

Online
6 hour(s) per term
Integrated Learning will typically consist of a series of online activities, presentation.

Lecture

Face to Face On Campus
2 hour(s) per day for 4 day(s)
Compressed delivery is typical mode.

Workshop

Face to Face On Campus
4 hour(s) per day for 5 day(s)
Compressed delivery is typical mode.

Unit Weighting Workload

10
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
Consultation:

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content

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 pedagogies
4. Designing KLA multimodal learning projects and document and represent the ideas and concepts through music and performance arts for the primary classroom
5. Applying music and performance arts embodied learning and student-centred pedagogies to learning in the Primary classroom.

Course Learning Outcomes

On successful completion of this course, students will be able to:

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

SCHEDULE

Day	Date	Topic	Learning Activity	Assessment Due
1	24 June	Electricity / Music as Science / Assessment 1	Circuit board / role play / performance skills	
2	25 June	Voice and biology / Movement in nature/ Dance	Articulation / dance group performance	
3	26 June	Playbuilding / Narratives / Masks and neurology /	Performance development / mask work	Assessment 1 due
4	27 June	Gravity / Astronomy / Religion / First nation Peoples knowledges / quantum physics	Natural forces / creation stories / assessment 2 preparation	
5	28 June	Performan / Classroom mangement	Assessment 2/Science Dafety	Assessment 2 Due
6	5 July			Assessment 3 due

Exams

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 26 th June 2024 11.59pm	Individual	20%	1
2	Composition piece	Friday 28 th June 2024 9.30am	Individual	40%	2
3	Project Resource Portfolio	Friday 5 th July 2024 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 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 26th June 2024 11.59pm

Submission Method

Online

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.

Feedback Provided

Online

Opportunity to Reattempt

Students WILL NOT be given the opportunity to reattempt this assessment.

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	<p>The composition piece can be music, or drama or dance. It needs to be performed.</p> <p>Students will select a Stage 3 Science concept and using a Creative Arts skill to create/compose a performance inspired by the Science knowledge ideas.</p> <p>Students will be assessed individually but may work as part of a group, pair or solo.</p> <p>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.</p>
Weighting	40%
Length	1750 words equivalent
Due Date	Friday 28 th June 2024 9.30am
Submission Method	In Class
Assessment Criteria	<ul style="list-style-type: none">• 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
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

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 concept.
Description	<p>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.</p> <p>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.</p> <p>Included in the portfolio should information regarding:</p> <ol style="list-style-type: none">1. The Science/environmental concept2. The Creative Arts concept applied3. The skills developed4. Resources used5. A brief recognition of success/challenges (not in prose form).
Weighting	40%
Length	1750 words (or equivalent)
Due Date	Friday 5 th July 2024 11.59pm
Submission Method	Online
Assessment Criteria	<ul style="list-style-type: none">• 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.

Return Method
Feedback Provided
Opportunity to
Reattempt

The ability to apply APA 7th citation and bibliographic referencing procedures.
Online
Online - .
Students WILL NOT be given the opportunity to reattempt this assessment.

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:

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. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse

The University acknowledges the right of students to seek consideration for the impact of

Circumstances

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 available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

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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EDUC3810 Assessment Task 1 Marking Criteria: total of 20 Marks possible

STUDENT NAME:			STUDENT NUMBER:		
Criterion 1: Quality of Analysis					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability to:</p> <p><input type="checkbox"/> describe the concept, and application (including how the concept is understood / observed / analysed)</p> <p><input type="checkbox"/> either describe or present an interesting story/fact/images about the concept and/or present some information about a famous scientist linked to the concept, or show several fascinating images involving the concept</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability to:</p> <p><input type="checkbox"/> describe the concept, and application (including how the concept is understood / observed / analysed)</p> <p><input type="checkbox"/> either describe or present an interesting story/fact/images about the concept and/or present some information about a famous scientist linked to the concept, or show several fascinating images involving the concept</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability to:</p> <p><input type="checkbox"/> describe the concept, and application (including how the concept is understood / observed / analysed)</p> <p><input type="checkbox"/> either describe or present an interesting story/fact/images about the concept and/or present some information about a famous scientist linked to the concept, or show several fascinating images involving the concept</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability to:</p> <p><input type="checkbox"/> describe the concept, and application (including how the concept is understood / observed / analysed)</p> <p><input type="checkbox"/> either describe or present an interesting story/fact/images about the concept and/or present some information about a famous scientist linked to the concept, or show several fascinating images involving the concept</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability to:</p> <p><input type="checkbox"/> describe the concept, and application (including how the concept is understood / observed / analysed)</p> <p><input type="checkbox"/> either describe or present an interesting story/fact/images about the concept and/or present some information about a famous scientist linked to the concept, or show several fascinating images involving the concept</p>	<p>How well have you presented information in regard to a science/environment concept for Early Childhood and Primary?</p>
$___ \times 0 = ___ \text{ OR } ___ \times 1 =$	$___ \times 1 = ___$	$___ \times 2 = ___$	$___ \times 3 = ___$	$___ \times 4 = ___$	/ 8
Criterion 2: Quality of Application					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability in:</p> <p><input type="checkbox"/> supporting the information with suitably engaging images/stories/facts in response to the question.</p> <p><input type="checkbox"/> a deep understanding of a key Science /Environment content knowledge for Primary classrooms.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability in:</p> <p><input type="checkbox"/> supporting the information with suitably engaging images/stories/facts in response to the question.</p> <p><input type="checkbox"/> a deep understanding of a key Science /Environment content knowledge for Primary classrooms.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability in:</p> <p><input type="checkbox"/> supporting the information with suitably engaging images/stories/facts in response to the question.</p> <p><input type="checkbox"/> a deep understanding of a key Science /Environment content knowledge for Primary classrooms.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability in:</p> <p><input type="checkbox"/> supporting the information with suitably engaging images/stories/facts in response to the question.</p> <p><input type="checkbox"/> a deep understanding of a key Science /Environment content knowledge for Primary classrooms.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability in:</p> <p><input type="checkbox"/> supporting the information with suitably engaging images/stories/facts in response to the question.</p> <p><input type="checkbox"/> a deep understanding of a key Science /Environment content knowledge for Primary classrooms.</p>	<p>How well have you demonstrated deep understanding in regard to a science/environment concept for Early Childhood and Primary?</p>
$___ \times 0 = 0$	$___ \times 1 = ___$	$___ \times 2 = ___$	$___ \times 3 = ___$	$___ \times 4 = ___$	/ 8
Criterion 3: Quality of Communication					
<p>Your work shows negligible (if any) evidence of:</p> <p><input type="checkbox"/> elaboration and is presented in a well-organised, coherent framework with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures.</p>	<p>Your work shows minimal evidence of:</p> <p><input type="checkbox"/> elaboration and is presented in a well-organised, coherent framework with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures.</p>	<p>Your work shows some evidence of:</p> <p><input type="checkbox"/> elaboration and is presented in a well-organised, coherent framework with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures.</p>	<p>Your work shows moderate evidence of:</p> <p><input type="checkbox"/> elaboration and is presented in a well-organised, coherent framework with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures.</p>	<p>Your work shows substantial evidence of:</p> <p><input type="checkbox"/> elaboration and is presented in a well-organised, coherent framework with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures.</p>	<p>How well have you responded to the question?</p>
$___ \times 0 = 0$	$___ \times 0.5 = ___$	$___ \times 1 = ___$	$___ \times 1.5 = ___$	$___ \times 2 = ___$	/ 4
FINAL MARK					/ 20

negligible – no evidence apparent
minimal – little/minor evidence apparent (c.15% or less of assignment)
some – evidence apparent (throughout c. 40% of assignment)
moderate – clear evidence apparent (throughout c.60% of assignment)
substantial – continuous evidence apparent (throughout c.85% or more of assignment)

EDUC3810 Assessment Task 2 Marking Criteria: total of 40 Marks possible

STUDENT NAME:		STUDENT NUMBER:			
Criterion 1: Quality of Analysis					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus.</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Science or Geography Syllabus.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus.</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Science or Geography Syllabus.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus.</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Science or Geography Syllabus.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus.</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Science or Geography Syllabus.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus.</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Science or Geography Syllabus.</p>	<p>How well have you demonstrated an understanding of Syllabus in regard to a science/environment concept for Early Childhood and Primary?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 8
Criterion 2: Quality of Application					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> understanding of the function and interrelation of the performance elements.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> visual presentation.</p> <p><input type="checkbox"/> aural presentation.</p> <p><input type="checkbox"/> physical presentation.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> understanding of the function and interrelation of the performance elements.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> visual presentation.</p> <p><input type="checkbox"/> aural presentation.</p> <p><input type="checkbox"/> physical presentation.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> understanding of the function and interrelation of the performance elements.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> visual presentation.</p> <p><input type="checkbox"/> aural presentation.</p> <p><input type="checkbox"/> physical presentation.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> understanding of the function and interrelation of the performance elements.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> visual presentation.</p> <p><input type="checkbox"/> aural presentation.</p> <p><input type="checkbox"/> physical presentation.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> understanding of the function and interrelation of the performance elements.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> visual presentation.</p> <p><input type="checkbox"/> aural presentation.</p> <p><input type="checkbox"/> physical presentation.</p>	<p>How well have you demonstrated deep understanding of performance in regard to a science/environment concept for Early Childhood and Primary?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 24
Criterion 3: Quality of Communication					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>How well have you responded to the assignment?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 8
FINAL MARK					/ 40

negligible – no evidence apparent
 minimal – little/minor evidence apparent (c.15% or less of assignment)
 some – evidence apparent (throughout c. 40% of assignment)
 moderate – clear evidence apparent (throughout c.60% of assignment)
 substantial – continuous evidence apparent (throughout c.85% or more of assignment)

EDUC3810 Assessment Task 3 Marking Criteria: total of 40 Marks possible

STUDENT NAME:			STUDENT NUMBER:		
Criterion 1: Quality of Analysis					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus and the K-6 NSW Science or Geography Syllabus.</p> <p><input type="checkbox"/> accurately apply APA referencing.</p> <p><input type="checkbox"/> demonstrates inventive ideas for the project performance/composition</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus and the K-6 NSW Science or Geography Syllabus.</p> <p><input type="checkbox"/> accurately apply APA referencing.</p> <p><input type="checkbox"/> demonstrates inventive ideas for the project performance/composition</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus and the K-6 NSW Science or Geography Syllabus.</p> <p><input type="checkbox"/> accurately apply APA referencing.</p> <p><input type="checkbox"/> demonstrates inventive ideas for the project performance/composition</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus and the K-6 NSW Science or Geography Syllabus.</p> <p><input type="checkbox"/> accurately apply APA referencing.</p> <p><input type="checkbox"/> demonstrates inventive ideas for the project performance/composition</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability to:</p> <p><input type="checkbox"/> use suitable syllabus content from the K-6 NSW Creative Arts Syllabus and the K-6 NSW Science or Geography Syllabus.</p> <p><input type="checkbox"/> accurately apply APA referencing.</p> <p><input type="checkbox"/> demonstrates inventive ideas for the project performance/composition</p>	<p>How well have you demonstrated an understanding of creating a performance in regard to a science/environment concept for Early Childhood and Primary?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 12
Criterion 2: Quality of Application					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> resources used in development of the project.</p> <p><input type="checkbox"/> a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> ability to communicate in a non-formal essay style.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> resources used in development of the project.</p> <p><input type="checkbox"/> a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> ability to communicate in a non-formal essay style.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> resources used in development of the project.</p> <p><input type="checkbox"/> a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> ability to communicate in a non-formal essay style.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> resources used in development of the project.</p> <p><input type="checkbox"/> a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> ability to communicate in a non-formal essay style.</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability in:</p> <p><input type="checkbox"/> presenting key concepts in an engaging way.</p> <p><input type="checkbox"/> resources used in development of the project.</p> <p><input type="checkbox"/> a clear and practical understanding of the processes involved in bringing his or her project ideas to fruition.</p> <p><input type="checkbox"/> how key concepts are combined to produce the desired effects in the project.</p> <p><input type="checkbox"/> ability to communicate in a non-formal essay style.</p>	<p>How well have you illustrated and explored the processes for performance in regard to a science/environment concept for Early Childhood and Primary?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 20
Criterion 3: Quality of Communication					
<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated negligible (if any) level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated minimal level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated some level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated moderate level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>In regard to a science/environment concept for Early Childhood and Primary, you have demonstrated substantial level of ability of:</p> <p><input type="checkbox"/> a well-organised, coherent presentation with a clear focus developed and sustained throughout.</p> <p><input type="checkbox"/> ability to accurately apply practical performance requirements</p>	<p>How well have you responded to the assignment?</p>
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	___ x 4 = ___	/ 8
FINAL MARK					/ 40

negligible – no evidence apparent
minimal – little/minor evidence apparent (c.15% or less of assignment)
some – evidence apparent (throughout c. 40% of assignment)
moderate – clear evidence apparent (throughout c.60% of assignment)
substantial – continuous evidence apparent (throughout c.85% or more of assignment)