

EDUC6745: K-6 Creative Arts

Callaghan

Trimester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course explores the principles of teaching and learning K-6 Creative Arts. Students will consider the role and value of Creative Arts in the broader school curriculum; the place of creative arts in the K-12 Creative Arts continuum (particularly the links between Stage 3 and 4); the relationship between creative arts, literacy and numeracy; and ways of differentiating curriculum to meet the diverse needs of learners in the Creative Arts classroom. Students will explore the content and organisation of the NSW K-6 Creative Arts curriculum; models of pedagogy for programming, teaching and assessing dance, drama, music, media and visual arts.
Academic Progress Requirements	Nil
Requisites	This course replaces EDUC6801. If you have successfully completed EDUC6801 you cannot enrol in this course.
Contact Hours	Callaghan Integrated Learning Session Face to Face On Campus 12 hour(s) per term starting Week 1 Lecture Face to Face On Campus 12 hour(s) per term starting Week 1 Tutorial Face to Face On Campus 12 hour(s) per term starting Week 1
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

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan Dr David Roy David.Roy@newcastle.edu.au (02) 4921 8654 Consultation: via email
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	<ul style="list-style-type: none">• Principles and practices of teaching and learning K-6 Creative Arts.• The role and value of Creative Arts in the broader school curriculum, and its place in the K-12 Creative Arts continuum (particularly the links between Stage 3 and 4).• The content, structure and organisation of the NSW K-6 Creative Arts curriculum.• Ways of differentiating curriculum to meet learners' diverse needs.• Strategies for teaching dance, drama, music and visual arts.• Skill development in dance, drama, music and visual arts.
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 of the principles and practices of teaching and learning K-6 Creative Arts.2. Discuss the role and value of Creative Arts in the broader school curriculum, and its place in the K-12 Creative Arts continuum (particularly the links between Stage 3 and 4).3. Navigate the content, structure and organisation of the NSW K-6 Creative Arts curriculum.4. Understand the literacy and numeracy demands of Creative Arts.5. Differentiate curriculum to meet the diverse literacy needs of learners.6. Select strategies for teaching dance, drama, music and visual arts.7. Engage in dance, drama, music and visual arts.
Course Materials	<p>Required Text: Roy, D., Baker, B. & Hamilton, A. (2019). <i>Teaching the Arts Early Childhood and Primary education 3rd Edition</i>. Melbourne: Cambridge University Press.</p> <p>NESA (2006). <i>Creative Arts K-6 Syllabus</i>. Board of Studies.</p> <p>Recommended Text:</p> <ul style="list-style-type: none">- Ashman, A. and J. Elkins, Eds. (2012). <i>Education for inclusion and diversity</i>. Pearson.- Baker, W. J., Hunter, M., & Thomas, S. (2016). Arts Education Academics' Perceptions of eLearning & Teaching in Australian Early Childhood and Primary ITE Degrees. <i>Australian Journal of Teacher Education</i>, 41(11). http://dx.doi.org/10.14221/ajte.2016v41n11.3- Brookfield, S. (2017). <i>Becoming a critically reflective teacher</i> (2 Ed.). Jossey-Bass.

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 - University of Tasmania. (2022). *The Music and Resilience Project*. Retrieved from <https://www.utas.edu.au/research/projects/music-resilience-project>
 - The Uluru Statement. (2022, September 11). *Uluru statement from the heart*. Retrieved from <https://ulurustatemdev.wpengine.com/wp-content/uploads/2022/01/UluruStatementfromtheHeartPLAINTEXT.pdf>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	29 Jan	Why the Arts are fundamental.	Lecture Tutorials	
2	5 Feb	The Arts, the curriculum and cross Curricular priorities	The Arts, the curriculum and cross Curricular priorities	
3	12 Feb	Assignment 1 discussion	Lecture Tutorials	
4	19 Feb	Dance and Drama	Lecture Tutorials	
5	26 Feb	Music and Technology	Lecture Tutorials	
6	4 Mar	Visual Art	Lecture Tutorials	Essay: Friday 8 th March week 6 11:59pm
7	11 Mar	Assignment 2A discussion	Lecture Tutorials	
8	18 Mar	Media	Lecture Tutorials	
9	25 Mar	Diverse learners	Lecture Tutorials	Overview (2a): Friday 29th March Week 9 11:59pm
10	1 Apr	Assignment 2b discussion	Lecture Tutorials	
11	8 Apr	Integration, general capabilities and organising the Arts	Lecture Tutorials	
12	15 Apr	Quality Arts Education	Lecture Tutorials	Lesson Plans (2b): Friday 19th April Week 12 11:59pm
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research Essay/Written Assignments	Friday Week 6 - 11.59pm	Individual	40%	1, 2, 3, 4, 5, 6, 7
2	Unit of Lesson Plans Project	Assignment 2a: Friday (Week 9) 11.59 pm. Assignment 2b: Friday (Week 12) 11.59 pm.	Individual	60%	1, 2, 3, 4, 5, 6, 7

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 - Research Essay/Written Assignments

Assessment Type	Essay
Purpose	The purpose of this assignment is for students to explore current issues, trends and historical philosophical and socio-cultural context of teaching Creative Arts in education for Primary and its implications for contemporary schooling through this assessment task.
Description	<p>Students demonstrate their knowledge and communication skills by writing an essay or creating a poster that explores current issues and trends in Creative Arts education for Primary. The assignment should:</p> <ol style="list-style-type: none"> 1. Begin by analysing and reflecting on the reasons for the inclusion of Creative Arts in school curricula. Then: 2. Examine the contemporary pedagogical debate and present an argument about what forms of Creative Arts pedagogy should be used in contemporary classrooms and why. <p>The assignment requires that students take a stand informed by wide reading around the contemporary discourses impacting upon constructions of Creative Arts education by engaging with relevant educational research.</p> <p>Students are assessed on their ability to demonstrate:</p> <ol style="list-style-type: none"> 1. Application Skills in formulating and executing a well-structured essay in response to the question. 2. A deep understanding of the multiple positions and discourses that inform the teaching of Creative Arts in Primary. <p>In this assignment you will choose either to write an essay or to create a poster exploring role, current issues and trends in Creative Arts education for Primary.</p> <p>You are to use appropriate APA referencing.</p> <p>This assignment must be submitted to Turnitin.</p>
Weighting	40%
Length	Length ($\pm 10\%$): 2000 words or equivalent.
Due Date	Friday Week 6 - 11.59pm
Submission Method	Online This assignment must be submitted to Turnitin via Canvas
Assessment Criteria	<p>Assignment will not be marked until all submission requirements are met.</p> <p>A marking rubric will be supplied prior to assignment submission.</p> <p>Quality submissions will demonstrate:</p> <ol style="list-style-type: none"> 1. Skill in formulating and executing a well- structured essay or poster in response to the question. 2. An understanding of the multiple discourses that inform the teaching of Creative Arts in Primary. 3. Understanding of contemporary issues in Creative Arts curricula and pedagogy.

Return Method	4. The ability to apply APA 7th citation and referencing procedures. Online
Feedback Provided	Online - .

Assessment 2 - Unit of Lesson Plans Project

Assessment Type Proposal / Plan

Purpose The purpose of this assignment is to engage in planning, programming and assessment building tasks in the Creative Arts key learning area. In the creation of a series of lesson plans, students demonstrate and apply knowledge and skills related to the teaching of creative arts in the Primary classroom.

Description In this assignment you will engage in planning, programming, and assessment building tasks as detailed below.

Students must use APA referencing.

Create a complete ten week Stage 1, 2 or 3 unit of work based on the NSW K-6 Creative Arts Syllabus

Include relevant documents, including:

1. Unit Overview
2. 4 detailed lesson plans
3. Assessment tasks
4. Relevant resources

This assignment is worth 60%, but is split into two parts worth 30% and 30%
Direct quotations do not count toward word count - and must be shown using quotation marks.

Assignment 2a

Week 9: Unit of Work Overview (30%) Length ($\pm 10\%$): 1500 words or equivalent

1. A brief unit rationale that summarizes the approach you have taken to the topic
2. Syllabus objectives, outcomes, and core content to be covered
3. A 10 week unit map showing the topic content to be covered week by week
4. A brief statement summarizing how the unit caters for learners of varying abilities and characteristics and how technology is used
5. A short list of the assessment strategies to be used within the unit.
6. A short list of the resources and technology strategies to be used within the unit (both assessment for learning and assessment of learning)
7. Unit must have a focus on Creative Arts for Stage 1, Stage 2 or Stage 3. Each lesson must have a focus on the Creative Arts Strands.
8. There must be a minimum of two Dance, two Drama, two Music and two Visual arts lesson.
9. There must be a minimum of 10 one hour lessons in the unit and a maximum of 20 one hour lessons.

This assignment must be submitted to Turnitin.

Assignment 2b

Week 12: 4 Lessons (30%) Length ($\pm 10\%$): 1500 words or equivalent

1. 4 lesson plans for a project of work in Creative Arts for a Primary Stage
2. Syllabus objectives, outcomes and core content to be covered
3. A list of relevant resources and references to be used in the unit
4. One lesson must be Dance, one lesson must be Drama, one lesson must be Music and one lesson must be Visual Art.
5. Any format of lesson plan may be used but must be consistent throughout.

This assignment must be submitted to Turnitin.

Each lesson plan should include:

1. A clear arts learning focus that interprets the context for each lesson and addresses the syllabus content and outcomes
2. A creative, experiential, and clearly structured learning process designed to allow students to learn about the arts through doing the arts, working practically as artists to interpret ideas through their manipulation of the art forms and their core elements. Use effective teaching strategies to target the selected skills and understandings to be learned in each lesson.
3. Opportunities for students to appreciate their own and others' work and to receive formative feedback on their creative processes (teacher, self and peer assessment)
4. Relevant resources designed to deepen the students' arts learning experiences and enhance the learning outcomes.

This assignment must be submitted to Turnitin. Various lesson Plan exemplars will be provided. All sources must be referenced using APA style.

Weighting

60%

Length

3000 words or equivalent.

Due Date

Assignment 2a: Friday (Week 9) 11.59 pm.
Assignment 2b: Friday (Week 12) 11.59 pm.

Submission Method

Online
This assignment must be submitted to Turnitin via the Canvas site.

Assignment will not be marked until any and all submission requirements are met

Assessment Criteria

A marking rubric will be supplied prior to assignment submission.

Assessment Criteria High quality submissions will demonstrate:

1. Skill in the execution of lessons plans.
2. Understanding of the central concepts, modes of inquiry, content structures, assessment, and NSW K-6 Creative Arts syllabus requirements.
3. Understanding of how to design well structured lessons characterised by high challenge, high engagement, and differentiated levels of support.
4. A range of appropriate assessment strategies to support and assess the learning process.
5. Effective analysis, synthesis and organization.
6. The ability to apply APA 7th citation and bibliographic referencing procedures.

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.

Attendance

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

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Attendance is taken at tutorials. Please do email Course Coordinator if you are unable to attend a tutorial.)

Tutorial activities and content are not recorded but are necessary for successful completion of assignments.

Lectures are recorded.

80% Attendance at tutorials is a requirement for completion of this course

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

The discussion board on canvas is used extensively to support learning.

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 Circumstances	<p>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:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>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</p>
Important Policy Information	<p>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/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>

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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EDUC6745 Assessment task 1 (total of 40 Marks possible)

STUDENT NAME:		STUDENT NUMBER:		
Criterion 1: Skill in formulating a well-structured essay				
You have demonstrated a poor level of skill in: <input type="checkbox"/> addressing research for reducing Creative Arts Education in schools <input type="checkbox"/> addressing research for not reducing Creative Arts Education in schools <input type="checkbox"/> structuring a coherent argument that relates to both theory and practice in Creative Arts education	You have demonstrated sound level of skill in: <input type="checkbox"/> addressing research for reducing Creative Arts Education in schools <input type="checkbox"/> addressing research for not reducing Creative Arts Education in schools <input type="checkbox"/> structuring a coherent argument that relates to both theory and practice in Creative Arts education	You have demonstrated a good level of skill in: <input type="checkbox"/> addressing research for reducing Creative Arts Education in schools <input type="checkbox"/> addressing research for not reducing Creative Arts Education in schools <input type="checkbox"/> structuring a coherent argument that relates to both theory and practice in Creative Arts education	You have demonstrated an excellent level of skill in: <input type="checkbox"/> addressing research for reducing Creative Arts Education in schools <input type="checkbox"/> addressing research for not reducing Creative Arts Education in schools <input type="checkbox"/> structuring a coherent argument that relates to both theory and practice in Creative Arts education	How well have you demonstrated your skill in formulating and executing a well structured essay in response to the question?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 4 = ___	/ 12
Criterion 2: Understanding of the multiple positions and discourses that inform Creative Arts teaching in schools				
You have demonstrated poor understanding of: <input type="checkbox"/> the multiple positions and discourses that inform the methods of teaching of the Creative Arts in schools <input type="checkbox"/> the pedagogy applied in the Creative Arts learning process <input type="checkbox"/> The Creative Arts as a curriculum subject in primary schools	You have demonstrated sound understanding of: <input type="checkbox"/> the multiple positions and discourses that inform the methods of teaching of the Creative Arts in schools <input type="checkbox"/> the pedagogy applied in the Creative Arts learning process <input type="checkbox"/> The Creative Arts as a curriculum subject in primary schools	You have demonstrated a good understanding of: <input type="checkbox"/> the multiple positions and discourses that inform the methods of teaching of the Creative Arts in schools <input type="checkbox"/> the pedagogy applied in the Creative Arts learning process <input type="checkbox"/> The Creative Arts as a curriculum subject in primary schools	You have demonstrated an excellent understanding of: <input type="checkbox"/> the multiple positions and discourses that inform the methods of teaching of the Creative Arts in schools <input type="checkbox"/> the pedagogy applied in the Creative Arts learning process <input type="checkbox"/> The Creative Arts as a curriculum subject in primary schools	How well have you demonstrated your understanding of the multiple positions and discourses that inform Creative Arts teaching in schools?
x 0 = 0	x 1 =	x 2 =	x 4 =	/ 12
Criterion 3: Understanding of contemporary issues in Creative Arts curricula and pedagogy				
You have demonstrated poor understanding of: <input type="checkbox"/> significant contemporary issues that impact Creative Arts curricula and pedagogy. <input type="checkbox"/> how these issues affect the learning process in Creative Arts and teaching practice in primary schools <input type="checkbox"/> appropriate theories and sources that support your argument <input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures	You have demonstrated sound understanding of: <input type="checkbox"/> significant contemporary issues that impact Creative Arts curricula and pedagogy. <input type="checkbox"/> how these issues affect the learning process in Creative Arts and teaching practice in primary schools <input type="checkbox"/> appropriate theories and sources that support your argument <input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures	You have demonstrated a good understanding of: <input type="checkbox"/> significant contemporary issues that impact Creative Arts curricula and pedagogy. <input type="checkbox"/> how these issues affect the learning process in Creative Arts and teaching practice in primary schools <input type="checkbox"/> appropriate theories and sources that support your argument <input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures	You have demonstrated excellent understanding of: <input type="checkbox"/> significant contemporary issues that impact Creative Arts curricula and pedagogy. <input type="checkbox"/> how these issues affect the learning process in Creative Arts and teaching practice in primary schools <input type="checkbox"/> appropriate theories and sources that support your argument <input type="checkbox"/> ability to accurately apply citation and bibliographic referencing procedures	How well have you demonstrated your understanding of the contemporary issues in Creative Arts curricula and pedagogy?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 4 = ___	/ 16
			FINAL MARK	/ 40

EDUC6745 Assessment Task 2a Marking Criteria.: total of 30 Marks possible

STUDENT NAME:		STUDENT NUMBER:		
Criterion 1: Curriculum understanding				
You have demonstrated little understanding of: <input type="checkbox"/> the rationale for the chosen topic response <input type="checkbox"/> syllabus content and examination requirements. <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated satisfactory understanding of: <input type="checkbox"/> the rationale for the chosen topic response <input type="checkbox"/> syllabus content and examination requirements. <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated substantial understanding of: <input type="checkbox"/> the rationale for the chosen topic response <input type="checkbox"/> syllabus content and examination requirements. <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated excellent understanding of: <input type="checkbox"/> the rationale for the chosen topic response <input type="checkbox"/> syllabus content and examination requirements. <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	How well have you demonstrated an understanding of K-6 Creative Arts Syllabus content and assessment requirements?
___ x 0 = 0	___ x 1 = ___	___ x 2= ___	___ x 3 = ___	/ 9
Criterion 2: Planning and assessment				
You have demonstrated little ability to apply: <input type="checkbox"/> create a 10-week timeline/topic list with a very brief description <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> integrate technologies effectively and integrate appropriate resources to enhance the learning process <input type="checkbox"/> create an assessment task rubric	You have demonstrated satisfactory ability to apply: <input type="checkbox"/> create a 10-week timeline/topic list with a very brief description <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> integrate technologies effectively and integrate appropriate resources to enhance the learning process <input type="checkbox"/> create an assessment task rubric	You have demonstrated substantial ability to apply: <input type="checkbox"/> create a 10-week timeline/topic list with a very brief description <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> integrate technologies effectively and integrate appropriate resources to enhance the learning process <input type="checkbox"/> create an assessment task rubric	You have demonstrated excellent ability to: <input type="checkbox"/> create a 10-week timeline/topic list with a very brief description <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> integrate technologies effectively and integrate appropriate resources to enhance the learning process <input type="checkbox"/> create an assessment task rubric	How well have you demonstrated your ability to plan and assess effectively for K-6 Creative Arts?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3= ___	/ 12
Criterion 3: Written Communication				
Your work shows little evidence of your ability to: <input type="checkbox"/> use a minimum of 10 lessons with a Creative Arts focus <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework <input type="checkbox"/> use APA referencing	Your work shows satisfactory evidence of your ability to: <input type="checkbox"/> use a minimum of 10 lessons with a Creative Arts focus <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework <input type="checkbox"/> use APA referencing	Your work shows substantial evidence of your ability to: <input type="checkbox"/> use a minimum of 10 lessons with a Creative Arts focus <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework <input type="checkbox"/> use APA referencing	Your work shows excellent evidence of your ability to: <input type="checkbox"/> use a minimum of 10 lessons with a Creative Arts focus <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework <input type="checkbox"/> use APA referencing	How well have you demonstrated and analysed, synthesised and organised knowledge?
___ x 0 = 0	___ x 1 = ___	___ x 2= ___	___ x 3= ___	/ 9
			FINAL MARK	/ 30

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)

EDUC6745 Assessment Task 2b Marking Criteria.: total of 30 Marks possible

STUDENT NAME:		STUDENT NUMBER:		
Criterion 1: Curriculum understanding				
You have demonstrated little understanding of: <input type="checkbox"/> the experiential and collaborative nature of creative arts learning <input type="checkbox"/> syllabus content and examination requirements <input type="checkbox"/> identify and integrate appropriate resources to enhance the learning process <input type="checkbox"/> the content, texts and practice associated with the chosen topic	You have demonstrated satisfactory understanding of: <input type="checkbox"/> the experiential and collaborative nature of creative arts learning <input type="checkbox"/> syllabus content and examination requirements <input type="checkbox"/> identify and integrate appropriate resources to enhance the learning process <input type="checkbox"/> the content, texts and practice associated with the chosen topic	You have demonstrated substantial understanding of: <input type="checkbox"/> the experiential and collaborative nature of creative arts learning <input type="checkbox"/> syllabus content and examination requirements <input type="checkbox"/> identify and integrate appropriate resources to enhance the learning process <input type="checkbox"/> the content, texts and practice associated with the chosen topic	You have demonstrated excellent understanding of: <input type="checkbox"/> the experiential and collaborative nature of creative arts learning <input type="checkbox"/> syllabus content and examination requirements <input type="checkbox"/> identify and integrate appropriate resources to enhance the learning process <input type="checkbox"/> the content, texts and practice associated with the chosen topic	How well have you demonstrated an understanding of K-6 Creative Arts Syllabus content and assessment requirements?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	/12
Criterion 2: Planning and assessment				
You have demonstrated little ability to apply: <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> create engaging lessons that address practical requirements of K-6 Creative Arts syllabus <input type="checkbox"/> design and organise rich and effective learning experiences <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated satisfactory ability to apply: <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> create engaging lessons that address practical requirements of K-6 Creative Arts syllabus <input type="checkbox"/> design and organise rich and effective learning experiences <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated substantial ability to apply: <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> create engaging lessons that address practical requirements of K-6 Creative Arts syllabus <input type="checkbox"/> design and organise rich and effective learning experiences <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	You have demonstrated excellent ability to: <input type="checkbox"/> cater for diverse learners <input type="checkbox"/> create engaging lessons that address practical requirements of K-6 Creative Arts syllabus <input type="checkbox"/> design and organise rich and effective learning experiences <input type="checkbox"/> incorporate appropriate assessment strategies (both formative and summative)	How well have you demonstrated your ability to plan and assess effectively for K-6 Creative Arts?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	/ 12
Criterion 3: Written Communication				
Your work shows little evidence of your ability to: <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework, <input type="checkbox"/> four lessons with each Creative Art strand having an individual focus in a single lesson each.	Your work shows satisfactory evidence of your ability to: <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework, <input type="checkbox"/> four lessons with each Creative Art strand having an individual focus in a single lesson each.	Your work shows substantial evidence of your ability to: <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework, <input type="checkbox"/> four lessons with each Creative Art strand having an individual focus in a single lesson each.	Your work shows excellent evidence of your ability to: <input type="checkbox"/> analyse, synthesise and organise knowledge in a coherent framework, <input type="checkbox"/> four lessons with each Creative Art strand having an individual focus in a single lesson each.	How well have you demonstrated and analysed, synthesised and organised knowledge, information and opinion in coherent, informed written responses?
___ x 0 = 0	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	/ 6
FINAL MARK				/ 30

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)