



# Education and Social Work

## EDCURRIC 361 : The Performance Arts in Education (15 POINTS)

### Course Prescription

A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.

### Course Overview

EDCURRIC 361 is taught in summer school in block course format. It extends student knowledge in and about dance and drama from the compulsory course EDCURRIC 101. Elizabeth Anderson teaches the course and has shaped the course over years, extending knowledge of classroom practice and refining it into performance formats to suit context. You will have the experience of working collaboratively to shape and present a performance, using themes or content tried out and shaped during the course and using innovative approaches such as site specific performance, filmed image, or found text sources. The course is participatory and attendance is expected for every day as the work builds toward a final performance and collaborative group work.

### Course Requirements

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

### Capabilities Developed in this Course

- Capability 1: Disciplinary Knowledge and Practice
- Capability 2: Critical Thinking
- Capability 3: Solution Seeking
- Capability 4: Communication and Engagement
- Capability 6: Social and Environmental Responsibilities

Graduate Profile: [Graduate Diploma in Education](#)

### Learning Outcomes

By the end of this course, students will be able to:

1. Analyse performance processes, and demonstrate critical application of theory and practice in performance preparation. (Capability 1.1, 2.2, 3.1 and 6.3)
2. Be able to undertake present and reflect on individual and group creative and collaborative processes in performance preparation in educational settings. (Capability 1.2, 2.2, 4.2 and 6.3)
3. Investigate and critically reflect on performance arts education issues in relation to the curriculum and its enactment, and other current developments. (Capability 1.1, 2.1 and 6.2)

### Assessments

Assessment Type	Percentage	Classification
Journal for Teaching and Reflection	60%	Individual Coursework
Group Teaching Assignment	20%	Group & Individual Coursework
Presentation	20%	Group & Individual Coursework
3 types	100%	

Assessment Type	Learning Outcome Addressed		
	1	2	3
Journal for Teaching and Reflection	✓	✓	✓
Group Teaching Assignment		✓	✓
Presentation	✓	✓	✓

Completion to the satisfaction of the examiners: To achieve an overall pass on this course students must complete all components of the Assignment Tasks, and achieve at least 50% for the course.

### Workload Expectations

This course is a standard 15 point course and students are expected to spend 10 hours per week involved in each 15 point course that they are enrolled in.

For this course, you can expect 5 days of active and participatory experience, in a variety of ways - drama experiences, workshops, planning and trialling teaching, active reflection, discussion. The course runs 9 - 3.30 each day in 3 blocks with short breaks. Attendance is expected for every day as the work builds toward a final presentation, and collaborative group work is essential. The assignments can be prepared as you go but after the course there will be follow up reflection and revision of trialled teaching units, for later sharing with the group. All assignments will be completed and handed in before the commencement of your school practicum, and the work you do will be useful.

## Student Feedback

At the end of every semester students will be invited to give feedback on the course and teaching through a tool called SET or Qualtrics. The lecturers and course co-ordinators will consider all feedback and respond with summaries and actions.

Your feedback helps teachers to improve the course and its delivery for future students.

Class Representatives in each class can take feedback to the department and faculty staff-student consultative committees.

## Digital Resources

Course materials are made available in a learning and collaboration tool called Canvas which also includes reading lists and lecture recordings (where available).

Please remember that the recording of any class on a personal device requires the permission of the instructor.

## Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

## Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides support for students with a wide range of impairments, both visible and invisible, to succeed and excel at the University. For more information and contact details, please visit the [Student Disability Services' website](http://disability.auckland.ac.nz) <http://disability.auckland.ac.nz>

## Special Circumstances

If your ability to complete assessed coursework is affected by illness or other personal circumstances outside of your control, contact a member of teaching staff as soon as possible before the assessment is due.

If your personal circumstances significantly affect your performance, or preparation, for an exam or eligible written test, refer to the University's [aegrotat or compassionate consideration page](https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-) <https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during->

exams/aegrotat-and-compassionate-consideration.html.

This should be done as soon as possible and no later than seven days after the affected test or exam date.

### Learning Continuity

In the event of an unexpected disruption we undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. You will be kept fully informed by your course co-ordinator, and if disruption occurs you should refer to the University Website for information about how to proceed.

### Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit [Student Charter](https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html) <https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html>.

### Disclaimer

Elements of this outline may be subject to change. The latest information about the course will be available for enrolled students in Canvas.

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination, and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.