COURSE OUTLINE

EDU115 Creative Expression and Play through the Arts

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay UniSC Adelaide	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will develop understanding of the Arts as a language—a way children both access and represent knowledge. You will examine how the Arts support communication, creativity and problem solving. You will consider the importance of the Arts for supporting children's knowledge construction, play, needs, interests, development and learning. Your role as a curriculum decision-maker who uses skills and approaches responsive to children's ways of knowing, and knowledge of curriculum documents connected to the Arts will be explored

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials offer options/opportunities for learner choice. You will engage and interact with an array of asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of interactive tutorials/workshops, and synchronous and asynchronous materials and activities accessed through Canvas. Additional modalities may support learning in this course.	2hrs	Week 1	10 times
ONLINE			
Learning materials – Learning materials offer options/opportunities for learner choice. You will engage and interact with an array of asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – Online only. The scheduled tutorials/workshops involve synchronous technology-enabled learning and teaching experiences via Zoom. A mix of synchronous and asynchronous materials and activities accessed through Canvas support the online tutorials/workshops. Additional modalities may support learning in this course.	2hrs	Week 1	10 times

1.3. Course Topics

- The importance of play, imagination and creativity in learning
- Teacher as curriculum decision maker
- Curriculum documents: Early Years learning Framework (EYLF); Queensland Kindergarten Learning Guideline (QKLG); Australian Curriculum: The Arts (F-2) and arts subjects – visual arts, music, dance, drama and media arts
- Developing children's knowledge, skills, techniques, processes and dispositions to enable them to:
    - create, present and reflect on the Arts and technologies with confidence, skill, enjoyment and aesthetic awareness
    - express ideas, feelings and experiences through symbols, techniques, technologies and processes appropriate to t early years in each of the five strands of the Arts outlined in the ACARA curriculum documents
- Communicating with an intended audience through the forms and processes of the Arts
- Developing personal confidence and competencies through personal engagement with creative and media arts

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate an understanding of the Arts as a language and expressive medium for communicating ideas, feelings, diverse needs and interests	Ethical Engaged	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3, 3.4, 4.2
2 Demonstrate a variety of techniques and methodologies for fostering self-expression, creativity and communication through the Arts	Knowledgeable	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3, 3.4, 4.2
3 Interpret and implement arts learning experiences within a range of curriculum frameworks and settings for young children aged birth to 8 years	Creative and critical thinker	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3, 3.4, 4.2
4 Demonstrate and describe pedagogical approaches for planning, implementing, making judgements and reporting on children's learning in the Arts	Empowered	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3, 3.4, 4.2
5 Demonstrate an ability to use and apply effective communication strategies in a variety of contexts to produce and present quality and professional work.	Engaged	

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program UB009, ED011 or ED303 or ED101

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU335 and EDU235

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback and peer feedback will be provided prior to the final submission date. It is essential therefore that you maintain your folio each week, keeping it up to date, so that you are able to critique the quality and content of your own folio and the folios of your peers.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	50%	2000 words or equivalent + relevant artefacts	Week 8	Online Submission
All	2	Artefact - Creative	Group	50%	5-minute video + 1 A4 page parent support handout (or equivalent format e.g Sway resource); 2-minute photo story inclusive of two peer responses (2000-word equivalent)	Week 10	Online Submission

All - Assessment Task 1: Reflective and Expressive Folio

GOAL:	The goal of this task is to demonstrate your developing knowledge of the Arts and your active engagement in ongoing reflection on the Arts as an expressive medium for communicating ideas, feelings, diverse needs and interests.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	* Please refer to the Canvas site for this course for more detail. * Develop and share your folio with your peers across the trimester. This task invites you to build a reflective and expressive folio to show your understanding and exploration of the Arts as a language. Your folio requires you to attend to three aspects in a recurring way across the trimester: 1. Reflection on your developing knowledge about the Arts, creativity and play in young children's education, linked to your professional dialogue with the textbook/s, scholarly reading and research. 2. The collection and presentation of inspirational images which illustrate the kinds of aesthetic invitations, open-ended challenges, provocations and learning environments that support children's authentic engagement with the Arts. 3. Demonstration of your engagement with the Arts in your own life. This will involve 'arts-making' – your learning by being an artist – and 'arts-responding' – your learning by being an audience and engaging in reflection and review processes of your own art-making and/or art traditions and artworks of notable artists influencing your art-making adventures. Use your folio to demonstrate your developing visual literacy and information literacy skills and dispositions. Use it to communicate that you value the skills, time and effort needed to produce, represent and communicate knowledge. Your folio is a way of sharing your developing understandings and your application of arts knowledge, skills and processes.
CRITERIA:	
GENERIC SKILLS:	

No.		Learning Outcome assessed
1	Identification of pedagogical approaches that value and support authentic arts education, creative expression and play in the early years	1 2 4
2	Discussion, and evidence of experimentation with a variety of ideas, techniques, methodologies, and aesthetic invitations/materials	1 2 3 4
3	Written and visual communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions, visual examples, resources and artefacts	5

All - Assessment Task 2: Multimedia Artefacts + peer responses

GOAL:	The goal of this task is to create an audio-visual resource that invites and facilitates authentic learning in the Arts; and one that evidences related reflection and review.
PRODUCT:	Artefact - Creative
AUTHORSHIP STATEMENT:	
FORMAT:	* Please refer to the Canvas site for this course for more detail. *This is a group task, so form a group early in the trimester. This group assessment involves the creation of two multimedia artefacts: – one audio-visual resource collectively created by your group (+ a single page parent handout or equivalent), – and one photo-story with voice-over created by you as an individual. Creative artefact 1 – audio-visual resource (5 minute video) (group task) Working collaboratively, your small group will create an audio-visual resource offering child-centred invitations for meaningful arts learning. Your resource will be aimed at children in the early years and focused on providing aesthetic and authentic learning invitations and open-ended challenges for children to use the Arts to make meaning about themselves and/or their world. In the creation of your resource you will be applying the philosophies, theories and concepts discussed throughout the course. Accompanying the audio-visual resource will be a single A4 page handout (or equivalent support) for parents. These two resources (video + parent handout) will be shared with your peers who will engage with the invitations they contain, and in processes of review. Creative artefact 2 – photo story evidence and reflection with voice-over (2 minutes) (individual task) Additionally, you will provide a separate individual 2-minute photo story with voice-over to evidence your contribution over time to this group task. Your photo story will serve as a visual work diary/record of your participation in team meetings, planning, researching, resourcing, development and production of the group audio-visual resource and handout. Use your photo-story to highlight the roles you played and to reflect on the skills you developed as well as the peer to peer learning and teaching you enabled and/or experienced.
CRITERIA:	
GENERIC SKILLS:	

No.		Learning Outcome assessed
1	Implementation of a variety of techniques, pedagogies & methodologies for fostering aesthetic responses, self-expression and communication (embedded in a created audio-visual resource aimed at authentic learning in the Arts)	1 2 4
2	Demonstration of knowledge about the Arts/'media arts' as a language and an expressive medium for representing and communicating authentic ideas, feelings, ways of knowing and interests	1 2 3 4 5
3	Oral/visual/digital communication skills incl multimodal storytelling, English expression, pace, genre, narrative structure, sequencing, format, message, aesthetics, codes/conventions, technical/symbolic elements, media forms, images, sound, text...	5

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Deb Curtis, Margie Carter	2014	Designs for Living and Learning, Second Edition	Revised/Second	Redleaf Press
Required	Judith Dinham,Beryl Chalk	2025	It's Arts Play	3rd edition	Oxford University Press

8.2. Specific requirements

Students are responsible for suitable and protective clothing for tutorials as required. To support personal arts-making and assessment: personal art materials and supplies such as a visual art diary, 2B or graphite pencils, black markers with different tip sizes, coloured pencils or textas, paints and paint brushes, glue and scissors, as well as a device that can record video, audio and take still images.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central