



## Module Descriptor

<b>Title</b>	<b>Integrated Arts In Education</b>		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	UGED08007	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	D McAuliffe		

### Summary of Module

This module will immerse learners in a critical integrated arts practice through the mediums of visual arts, music, drama and dance to enable them to form ideas, test ideas and communicate ideas in an integrated manner reflecting the spirit of Curriculum for Excellence. It will provide time to allow immersion in each of the four arts areas as well as provide an overview of the concepts, principles, and theoretical perspectives that underpin the expressive arts in education. It will examine a range of practices labelled as ‘interdisciplinary’, ‘arts-infused’, ‘cross-disciplinary’ and ‘arts-based’ and consider implications for the school environment and arts practice. In general, this module will give expression to our understanding of the role of the arts in education and will adopt a critical pedagogical approach to its application.

Through this integrated arts module learners’ intellectual, personal and social development will be enhanced. Learners will also be provided with opportunities to experience group and partnership working in variety of expressive arts areas. •

The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Have knowledge and understanding of Pedagogical Theories and Professional Practice (2.1.1); Have knowledge and understanding of the nature of the curriculum design (2.1.3); Have knowledge and understanding of planning for assessment, teaching and learning (2.1.4); Have knowledge and understanding of the importance of research and engagement in practitioner enquiry (2.1.2). • In relation to learning for sustainability, students will consider inclusion and social justice, enquiring / critical approaches, critical reflection, a capacity to deal with uncertainty or incomplete information and the concept of what makes a good life: imagination, expression and discussion.

Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, they are critical thinkers, inquiring, digitally literate, Published 2024/25 Module Descriptor innovative, emotionally intelligent, creative, resilient, an effective communicator, daring, enterprising, research-minded and collaborative.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Engage confidently in the handling of materials and methods across all four areas of this integrated arts module.
<b>L2</b>	Discuss and evaluate a range of concepts, principles, and theoretical perspectives that underpin the expressive arts in education.
<b>L3</b>	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in education.
<b>L4</b>	Provide a coherent and integrated programme of study for the arts in primary education.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> An overall appreciation of the nature and purpose of the expressive arts in culture and society. A discerning understanding of a range of concepts, principles, and theoretical perspectives that underpin the expressive arts in culture and society. A range of expressive arts materials and/or methods.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Carry out critically informed practical inquiry within the fields of the visual arts, music, drama and dance.

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in culture and society. Use a range of approaches to formulate and critically evaluate responses to a range of issues within the expressive arts in culture and society
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Use a range of ICT applications within the expressive arts areas to enable coherence in terms of communication and numeracy.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Exercise autonomy and initiative in completing assigned individual and group tasks. Exercise managerial responsibility for the work of others within assigned group tasks. Manage resources required for the completion of individual and group tasks. Take the lead on planning the work required to complete a task successfully. Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating module tasks.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	36
Independent Study	152
n/a	
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Arts Education Partnership (2011) Music matters: how music education helps students learn, achieve and succeed. Washington DC: Arts Education Partnership.

Baldwin, P (2012) With drama in mind: real learning in imagined worlds (2nd ed). London/New York: Continuum International Publishing.

Bloomfield, A and Childs, J (2000) Teaching integrated arts in the primary school: dance, drama, music and the visual arts. New York: David Fulton Publishers.

Burnard, P and Hennessy, S (2006) Reflective practices in arts education. Netherlands: Springer.

Chappell, K, Rolfe, L and Craft, A (2011) Close encounters: dance partners for creativity. Stoke on Trent: Trentham Books.

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Eisner, E (2002) The arts and the creation of mind. New Haven: Yale University Press.

Hennessy, S (1995) Music 7-11: developing primary teaching skills. London: Routledge

Fleming, M (2012) The arts in education: an introduction to aesthetics, theory and pedagogy. London: Routledge.

Leavy, P (2017) Handbook of arts-based research. New York: The Guilford Press.

Moon, J A (2006) Learning journals: a handbook for reflective practice and professional development. London: Routledge.

Page, N (1995) Music as a way of knowing: strategies for teaching and learning.

Portland ME: Stenhouse Publishers/The Galef Institute.

Watts, R, Cox, S and McAuliffe, D (2007) Teaching art and design 3-11 (reaching the standard). London/New York: Continuum International Publishing.

Winston, J and Tandy, M (2009) Beginning drama 4-11 (3rd ed). London: Routledge.

The International Society for Education Through Art (InSEA) <http://insea.org/>

The Rhode Island School of Design STEAM initiative <http://stemtosteam.org>

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

## Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#) For the purposes of this module, academic engagement equates to the following: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/> In accordance with module and programme handbooks, any student whose attendance has

fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

Please ensure any specific requirements are detailed in this section. Module Co ordinators should consider the accessibility of their module for groups with protected characteristics..

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

### Supplemental Information

<b>Divisional Programme Board</b>	Education
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	A Killen
<b>External Examiner</b>	L Craig
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Reflective Blog

#### Assessment 2

#### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

#### Change Control

What	When	Who
New template, no changes	Mar 25	D McAuliffe