

# University of the West of Scotland

## Module Descriptor

Session: 2023-24

<b>Title of Module:</b> BA2 Integrated Arts in Education			
<b>Code:</b> UGED08007	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> 20	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	D McAuliffe		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"><li>• 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).</li><li>• 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.</li></ul> <p>Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, they are critical thinkers, inquiring, digitally literate,</p>			

innovative, emotionally intelligent, creative, resilient, an effective communicator, daring, enterprising, research-minded and collaborative.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Engage confidently in the handling of materials and methods across all four areas of this integrated arts module.
L2	Discuss and evaluate a range of concepts, principles, and theoretical perspectives that underpin the expressive arts in education
L3	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in education.
L4	Provide a coherent and integrated programme of study for the arts in primary education.
Employability Skills and Personal Development Planning (PDP) Skills	

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	<p><b>SCQF Level 8</b></p> <p>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.</p>	
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 8</b></p> <p>Carry out critically informed practical inquiry within the fields of the visual arts, music, drama and dance.</p>	
Generic Cognitive skills	<p><b>SCQF Level 8</b></p> <p>Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with the expressive arts in culture and society.</p> <p>Use a range of approaches to formulate and critically evaluate responses to a range of issues within the expressive arts in culture and society.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 8</b></p> <p>Use a range of ICT applications within the expressive arts areas to enable coherence in terms of communication and numeracy.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 8</b></p> <p>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.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

## Learning and Teaching

**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.**

### Learning Activities

Lectures, tutorials, workshops and use of the VLE, employing a range of learning and teaching methodologies including exposition, whole-class discussion, paired and group work, problem-based learning, student presentations, and resources such as subject-specific equipment, interactive whiteboards, laptops and the outdoors, will be used, as appropriate, to develop student learning and prepare them for periods of school experience. Student handbooks and other material made available to students will give more detailed information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

### Student Learning Hours

(Normally totalling 200 hours):  
(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

Hours Total 200

### **\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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.

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 Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. 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>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<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>Changes/Version Number</b>	

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

Assessment 1 a **Reflective blog**

(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.)



### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Reflective Blog	X	X	X	X			

<b>Combined Total for All Components</b>	<b>100%</b>	<b>XX hours</b>
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#### Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**