

## CHCECEXXX Design creative visual and performing arts experiences

<b>Unit code</b>	CHCECEXXX
<b>Unit title</b>	<i>Design creative visual and performing arts experiences</i>
<b>Unit mapping information</b>	CHCECEXXX Design creative arts experiences supersedes and is not/equivalent to CHCECE043 Nurture creativity in children.
<b>Modification history</b>	
<b>Unit outcomes</b>	<p>This unit describes the knowledge and skills to plan creative arts experiences and pedagogy to support children's learning. It focusses on the intentional selection of resources and pedagogical practices designed to foster creative arts development.</p> <p>This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day care, in home care and out of school hours care settings.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice</p>
<b>Knowledge</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>• describe mediums and components of different art forms</li><li>• outline artistic techniques used in different art forms</li><li>• source traditional and contemporary artwork examples from Aboriginal, Torres Strait Islander and other diverse cultural artists</li><li>• describe pedagogical approaches to support artistic development with different mediums</li></ul>
<b>Skills</b>	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"><li>• apply artistic techniques used in different art forms</li><li>• assess child observations to identify opportunities to extend artistic development and interests</li><li>• design play experiences to promote artistic development across different artistic forms</li></ul>

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	<ul style="list-style-type: none"> <li>• select resources and mediums to facilitate creative arts experiences</li> <li>• plan developmental and learning outcomes for art-based experiences to promote artistic development and link to approved learning framework</li> <li>• integrate art examples from Aboriginal, Torres Strait Islander and other diverse cultural artists</li> <li>• plan pedagogical practices specific to the techniques and artistic development outcomes of the planned experience</li> </ul>
<b>Application of Knowledge &amp; Skills</b>	The individual applies knowledge and skills to identify art forms and mediums, and the techniques used to create them, to inform creative arts experience planning. They integrate knowledge of the stages of artistic development for children in different art forms to directly influence the planning of specific pedagogical practices to scaffold learning.
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment Requirements</b>	
<b>Performance evidence</b>	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• assess child observations to identify artistic development and interests and design two creative art based learning experiences for children in each of the following age groups: <ul style="list-style-type: none"> <li>○ infants (birth to 18 months)</li> <li>○ toddlers (18 months to 3 years)</li> <li>○ preschoolers (3 to 6 years)</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>• design must be tailored to the specific developmental and learning goals of the experience and collectively include:<ul style="list-style-type: none"><li>○ drawing</li><li>○ painting</li><li>○ sculpture</li><li>○ singing</li><li>○ dance</li><li>○ instruments</li></ul></li><li>• for each learning experience the learner must provide evidence of:<ul style="list-style-type: none"><li>○ age-appropriate experiences</li><li>○ specific art-based learning outcomes</li><li>○ age-appropriate developmental outcomes</li><li>○ pedagogical practices to achieve the experience outcomes</li></ul></li><li>• create one visual and one performing art piece applying artistic techniques</li></ul>
<b>Knowledge evidence</b>	<p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none"><li>• requirements of the following National Quality Standards and related regulations and laws applicable to this unit including:<ul style="list-style-type: none"><li>○ Children’s health and safety<ul style="list-style-type: none"><li>▪ physical activity</li></ul></li><li>○ Educational program and practice<ul style="list-style-type: none"><li>▪ curriculum decision making</li><li>▪ resources support play-based learning</li></ul></li><li>○ Physical environment<ul style="list-style-type: none"><li>▪ Environment is inclusive</li></ul></li></ul></li><li>• Early Years Learning Framework</li><li>• current research and theories about the role of the arts and creativity, including:</li></ul>

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	<ul style="list-style-type: none"><li>○ what creativity is</li><li>○ the value of process as well as product</li><li>○ child agency</li><li>○ arts and creativity in diverse cultures</li><li>○ forms of artistic expression</li><li>○ the importance of creative freedom</li><li>○ components of creative and performative arts</li><li>○ 100 languages</li><li>○ aesthetic environments for art experiences</li><li>● the integrated nature of art for learning including:<ul style="list-style-type: none"><li>○ supporting all developmental domains through art experiences</li><li>○ incorporation of creativity across the curriculum</li></ul></li><li>● accessing and acknowledging traditional and contemporary art from Aboriginal, Torres Strait Islander and other cultures relevant to local communities</li><li>● pedagogical practices to support artistic development:<ul style="list-style-type: none"><li>○ mediums that match development and technique</li><li>○ collaborative art experiences</li><li>○ guided verbal prompting and questioning techniques</li><li>○ quality resources and respect for them</li><li>○ provision of art examples</li><li>○ intentional teaching of techniques</li><li>○ modelling creativity, perseverance, enthusiasm and improvisation</li><li>○ seeking children's permission to photograph and share their work</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>○ teaching medium and technical mastery</li><li>○ critiquing and being critiqued</li><li>● digital tools for art including:<ul style="list-style-type: none"><li>○ photography</li><li>○ video</li><li>○ digital drawing/painting</li><li>○ digital art</li></ul></li><li>● maintenance of resources and equipment used in creative experiences</li><li>● consideration of experiences across age groups including:<ul style="list-style-type: none"><li>○ sensory options for babies</li><li>○ creativity development</li><li>○ environment as the teacher</li></ul></li><li>● drawing mediums including:<ul style="list-style-type: none"><li>○ charcoal</li><li>○ pencil</li><li>○ crayon</li><li>○ ink</li><li>○ chalk</li><li>○ digital</li></ul></li><li>● developmental stages of drawing including:<ul style="list-style-type: none"><li>○ mark making</li><li>○ controlled scribbling</li><li>○ basic shapes</li><li>○ representational drawing</li><li>○ complex representational drawing</li><li>○ associated fine motor grip development including:<ul style="list-style-type: none"><li>▪ palmar supinate grasp</li><li>▪ digital pronate grasp</li><li>▪ quadrupod grasp</li><li>▪ static tripod grasp</li></ul></li></ul></li></ul>
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	<ul style="list-style-type: none"><li>▪ dynamic tripod grasp</li><li>• drawing techniques including:<ul style="list-style-type: none"><li>○ hatching and cross hatching</li><li>○ shading and blending</li></ul></li><li>• painting mediums including:<ul style="list-style-type: none"><li>○ acrylic paint</li><li>○ water colour paint</li><li>○ tempera paint</li><li>○ brushes</li><li>○ sponges</li><li>○ rollers</li><li>○ printing stamps</li><li>○ palette knife</li></ul></li><li>• painting techniques including:<ul style="list-style-type: none"><li>○ underpainting, layering and scratching</li><li>○ dry brushing</li><li>○ stippling</li><li>○ pouring</li><li>○ splattering</li><li>○ dabbing</li></ul></li><li>• sculpting mediums including:<ul style="list-style-type: none"><li>○ playdough</li><li>○ clay</li><li>○ assembling: collage, papier mache, 3 dimensional (natural, commercial, recycled, reuse materials and small parts)</li></ul></li><li>• sculpting techniques including:<ul style="list-style-type: none"><li>○ for playdough and clay:<ul style="list-style-type: none"><li>▪ pinching</li><li>▪ coiling</li><li>▪ slab building</li><li>▪ sculpting and sculpting tools</li></ul></li></ul></li><li>• components of music including:</li></ul>
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	<ul style="list-style-type: none"><li>○ music</li><li>○ singing</li><li>○ dance</li><li>○ instruments</li><li>● elements of music including:<ul style="list-style-type: none"><li>○ pitch</li><li>○ tempo</li><li>○ dynamics</li><li>○ beat</li></ul></li></ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>● suitable ....</li><li>● workplace or simulated conditions that</li><li>● scenarios, preprepared documentation or pre-recorded videos may be used for observation</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Unit mapping information</b>	No equivalent unit.
<b>Links</b>	