

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Primary Education with QTS		
Module:	The Visual and Expressive Arts in Wales		
Module code:	ECAD5005	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Miss Heddwen Davies	Internal Verifier:	Miss Heddwen Davies
Assignment Title:	Create a thematic resource that is suitable for teachers to use as an inspiration for children's learning (either 3 – 7 or 7 – 11yr olds) in a modern curriculum context. Choose a modern artefact as a basis to the work. The resource could include music, drama, dance, art, design, film and/or media activities. Justify your reasoning with references to theorists and relevant current research.	Word count (or equivalent):	Equivalent to 4,000 words.
Submission deadline:	4 - 6pm hard copy CJ 1 23:59pm turn it in 12th of November, 2018	Return date of provisional marks & written feedback:	Hard copy between 3 – 5 & Turn it in from 5pm. 11th December, 2018.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- LO 1: recognise the contribution of cultural, economic, environmental, historical and linguistic characteristics of Wales to pupils' learning and appreciation of the creative arts;
- LO 2: plan effectively for the teaching of art, design and technology, music and physical education in the context of Y Cwricwlwm Cymreig;
- LO 3: evaluate the contribution made by individuals to our understanding of Welsh culture and heritage both past and present;
- LO 4: organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

TASK DESCRIPTION

1. This is an individual piece of work
2. You need to show how investigating the visual and expressive arts can enhance children's learning
3. Choose your modern artefact carefully (thinking of the children's age/ experience)
4. By choosing your modern artefact ensure that a consideration for Cwricwlwm Cymreig has been provided.
5. The work should give a rationale for the age group chosen
6. Ensure you include references to current educational issues where appropriate
7. Provide good examples of artists from Wales that may influence the content of the resource. Discuss how including them would enhance the activities planned within the essay.
8. Ensure you include sufficient information with regard to the influence of economic, environmental, historic and linguistic aspects that have a direct link to the resource.
9. Explain the age range and needs of the pupils detailing this information in your planning
10. Ensure planning includes at least three of the Expressive Arts subject areas as experienced in the module.
11. Graphs, photographs, thinking maps etc can be included where appropriate
12. Links should be made to WG documentation and theories. In particular documents such as 'Well-being', 'Creativity' & Cwricwlwm Cymreig'
13. Consider the wider benefits and effects of teaching the Arts within a Primary School
14. Include a bibliography as evidence of wider reading
15. Include an appendix of additional evidence where appropriate (ensure links are made within the main body to the appendices)

Indication of words : Introduction : 500 – 700 words. Main body : 2,500 – 2,900. Conclusion : 600 - 800

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should read widely and consider different perspectives on the value of teaching the Expressive Arts and Y Cwrciwlwm Cymreig. To support with this aspect use readings from the essential and recommended readings in the module handbook and from Moodle. Highlight key points (avoid simply reporting what has been read), identify differing perspectives and apply these to your discussions and debates (see Cognitive and Intellectual Skills below). Welsh Government and/or Estyn documentation and publications in relation to the developing curriculum could also be useful.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You need to show that you are aware of the debates that may exist around teaching the Expressive Arts and how it relates to teaching and learning in the primary school. You will also need to show an understanding of key aspects of teacher confidence and ability to teach creatively (this should be reflected within the activities planned). Demonstrate appropriate understanding of content and purpose for Y Cwricwlwm Cymreig when teaching the Expressive Arts. You will need to show that you understand how the curriculum is evolving in Wales and consider how this might have implications for future teaching of the Expressive Arts. Demonstrate knowledge of those that have contributed to the Expressive Arts within Wales in order to inspire and enrich the teaching within Primary Schools.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to

you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should show that you can consider differing perspectives/ theories/ arguments around the teaching and learning of the Expressive Arts and Y Cwrciwlwm Cymreig and critically discuss their values and purposes. You should also ensure that you justify judgements you might make about your own subject knowledge of teaching and learning of the Expressive Arts and the Cwricwlwm Cymreig, by referring to range of sources of evidence (e.g. things that may have happened in school/lessons, lectures and / or readings as found in the handbook. Provide informed debates within your work. Contrasting opinions that is further supported with research would be desirable in order to be able to make good and sensible judgements and sound concluding statements.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Demonstrate good knowledge of curriculum content in the application of practical activities at either Foundation Phase (3 – 7yrs) or at Key Stage 2 (7 – 11yrs). Provide a range of activities / ideas / practical lessons that promote creativity and YCC (Y Cwricwlwm Cymreig) through the Expressive Arts. Integrate theory with practice to further support plans. Demonstrate sound knowledge of good cross-curricular teaching and learning using a model presented by Barnes, J. (2015) *Cross-curricular learning 3 – 14*. London. SAGE. Critically evaluate and show an awareness of the limitations of the above when being applied in school based learning activities. Need to show an ability to reflect critically by using examples from Professional Teaching Experiences.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

You should show that you are able to present your own points, thoughts and reflections in a coherent and clear written assignment, which is well presented and well written. As a possible future teacher you should ensure that work is grammatically correct, with professional, precise and accurate use of language. Develop professional skills of referencing accurately – use Referencing Handbook Harvard for guidance. Any appendices provided should be relevant and should support points made within the assignment.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		