

Arts in Education

Award Level: BA

UCAS Code: L433

Start Date: September 2021

Mode of study: Full-time

Duration: 3 years

Location: Canterbury

Main quote

From the outset of study, I feel this has been one of the best decisions I have ever made. Arts in Education is a positive, creative learning-journey, supported by an experienced department of dedicated staff. Anybody who values connection, and imaginative exploration of diverse discovery within the Arts will appreciate this course to its full.

Main quote source

Georgia

Course overview

Arts in all their forms are influencing our lives more than ever before, whether through community projects, theatre, music, film, television or social media.

Our degree in Arts in Education explores how the arts affect our lives and considers how they affect educational opportunities. The course involves both practical and academic study and includes the opportunity to work with leading arts organisations.

If you are open-minded, creative and have a desire to explore learning through the arts in all forms - whether visual arts, poetry, music, singing and drama - then the Arts in Education course is for you.

Why study (course name)

Why Study Arts in Education?

As well as enriching our understanding of culture, the arts have huge potential in improving the quality of education and transforming lives.

On this course, you'll be able to apply your passion and enthusiasm for the arts to academic and practical scenarios. You'll gain a deep understanding of the powerful connection between arts and education, and how the arts pervade so much of society and of our lives as individuals.

As you immerse yourself in the creative aspects of education both academically and in practice by working in arts education organisations, you'll explore why the arts are integral to all human societies, and why creativity and imagination are important within a culture. This will help to deepen your understanding of the arts and enrich your personal and academic experience, so that you can reach your full career potential.

Canterbury is a creative and cultural hotspot, making it a popular choice for lovers of the arts. While studying here, you'll be able to take advantage of arts events both local and national, such as the annual Canterbury Festival, as well as events within the Capital.

Text after read more tag

During the course, you'll explore the power of the arts: what they mean to you; how they can persuade and provoke us; the impact they have on individuals and what all this suggests for teachers and educators.

As well as exploring the implications of the arts on education and communities, you'll be able to capitalise on the rich cultural, artistic and historical amenities and environments local to the University.

You'll gain extensive practical experience while in the University and you'll put your skills into practice through real workplace learning projects with regional and national arts organisations. You'll also have an opportunity to gain work experience overseas.

We have strong and well-established partnerships with nurseries, schools, colleges, and community and national arts organisations (e.g. Turner Contemporary, The Marlowe Theatre and Arts Council England).

Our expert teaching team have worked as practitioners or researchers within arts and education, and related fields. They will provide you with opportunities to develop your personal and professional skills, such as problem solving, managing people, critical evaluation, communication and presentation skills, and the ability to work independently as well as in teams. All through the course, you'll build your research skills so that in your final year you are prepared to undertake an individual study on a specific area of interest under the supervision of the course team.

Entry requirements

112 UCAS tariff points

You will take part in work related experience, visits and placements to arts education establishments which require a check through the Disclosure Barring Service (DBS). You will need to arrange this yourself at your own cost.

You are not required to have a formal qualifications in the arts, though these would be advantageous. Experience within the arts disciplines in school and/or as extra-curricular activity would be desirable.

For more information on the IELTS (International English language Testing System) requirements for this course, [please click here to visit our dedicated web](#)

[page.\]\(https://www.canterbury.ac.uk/study-here/international/english-language-requirements\)](https://www.canterbury.ac.uk/study-here/international/english-language-requirements)

[\[More information about entry requirements.\]\(/study-here/applying/entry-requirements\)](/study-here/applying/entry-requirements)

All about the course Year 1 text

In Year 1, you'll explore what is meant by an 'art', what an artist is, who can be an artist, how we learn in the arts and why the arts are important. You will also explore why and how the arts have the power to move us and have meaning for us personally; and what all this suggests for teachers and educators.

All about the course Year 2 text

In your second year, you'll move beyond just thinking about how the arts relate to you as an individual. You'll explore why the arts are integral to all human societies, and why creativity and imagination are important within a culture.

You'll undertake work experience in an arts education setting, such as an art gallery, theatre, school, music group, nursery, studio or play centre. You'll also have the opportunity to experience an international setting.

All about the course Year 3 text

In Year 3, you'll study what it means to be a manager or leader of an arts organisation or group. This will include looking at the kinds of policies that arts practice is based on including policies for the organisation, as well as policy at national and international levels.

You'll further explore the arts and imagination and you'll choose an aspect of the arts in education to study in depth.

During this year, you will focus specifically on employment skills such as team working, communication, planning and marketing, and you'll explore career opportunities. We will organise and support you with work experience in a community arts setting where you'll work collaboratively with the organisation in a practical enquiry.

Year 1 modules

What are the Arts?

Core module - (20 Credits)

In this introductory module, you will look at what the arts are: What do they have in common as a group of subjects and how are they different? What does it mean to work artistically? You will be able to share your own experiences in the arts and think about how these relate to ways of working in the arts.

Being Human: The Role of the Arts in Human Development

Core module - (20 Credits)

In this module, you will think about how the arts develop intellectual, social, emotional, physical and spiritual aspects of being human, as well as the role of the arts in therapy and promoting wellbeing and health.

Professional Identities in the Arts and Education

Core module - (20 Credits)

In this module, you will explore what it means to be an artist. You will consider questions such as: Who can be an artist? Can children be artists? What does it mean to be a teacher of the arts? You will also look at the role the artist can play in helping to educate others, and how artists can work with teachers and members of the public. Developing your own identity as an artist and as an arts educator will be an important part of this module and you will participate in practical arts making activities to support this.

Orientation to Higher Education and Research

Core module - (20 Credits)

In this module, you will be introduced to important study and research skills. You will be involved in activities that enable you to debate, discover and analyse what we know and how we can know. This will include developing an awareness of elements of the research process such as defining a research question, data collection methods, data analysis, presentation of findings and drawing theories and conclusions from research.

Valuing the Arts

Optional module - (20 Credits)

Why are the arts important? Are the arts a mere luxury in a society that appears to value only what is 'useful', or are they an essential part of engaging with the world? Should the arts be an intrinsic part of any curriculum? This module gives you an opportunity to debate such questions and other issues, and will help you to build a sound rationale for the arts in education.

Meaning and Feeling in the Arts

Optional module - (20 Credits)

This module will help you to develop your understanding of the power of the arts. It is sometimes hard to make judgements about a piece of art. We might know whether we like it or not, ("I know what I like") but can't explain why. Sometimes we struggle to interpret a piece of art - to know what it's supposed to mean. Are we perceiving what the artist tried to communicate? Does it matter? As to the artistic value of a piece of art, who's to decide? In this module, you will explore feeling and meaning in the arts, and how and what the arts communicate.

Reflective Practice and Creativity

Optional module - (20 Credits)

In this module, you will explore the theory and practice underpinning reflective and reflexive practice. You will develop an appreciation of how the creative process and the arts can be employed to support self-development, resolve inner conflict, build resilience and future growth.

Year 2 modules

Positions and Perspectives: Key Educational Thinkers

Core module - (20 Credits)

In this module, you will look at the work of some significant educators (e.g. Froebel, Pestalozzi, Steiner) and consider what their thinking suggests about the role of the arts in education. You will also look at recent and current policy in the light of these thinkers.

Arts, Community and the Third Sector

Core module - (20 Credits)

In this module, you will explore the arts and the community including the voluntary non-profitmaking sector of the arts industries known as 'the third sector'. This will include looking at the dynamic relationship between the arts and community engagement. You will be involved in 25 hours (minimum) work experience in the community, organised by the University. A DBS check may be required.

The Arts as Transformation and Provocation

Core module - (20 Credits)

In this module, you will experience the power of the arts first hand, and you'll consider the potential of such experiences to transform and challenge existing ideas and social structures. You will analyse famous examples such as: Banksy and street art; Billy Elliot; Picasso's Guernica and Stravinsky's Rite of Spring. You will undertake a public-facing project which may take the form of a performance, exhibition or intervention.

Exploring Research: Methods, Methodologies, and Implications for Practice

Core module - (20 Credits)

In this module, you will focus on a specific area of study within the arts in education, around children, childhood, young adulthood, family, community, or adulthood. You will develop a basic understanding of how to go about carrying out an enquiry or piece of research. You will explore research as a process including: planning your methods; thinking about the ethics of what you plan to do; how to gather data; analysing and presenting your findings.

Arts in Education: The Challenges

Optional module - (20 Credits)

In this module, you will examine key challenges and issues that affect the provision of arts in education. Examples could include questions around gender: Why are most of the well-known artists male? Why do many boys think dance is not for them?. Other questions could include: Should we always teach 'high' arts rather than 'low' arts (eg classical rather than pop music)?

Why do the arts have low status? Why not promote STEAM (Science Technology Engineering Arts and Maths) rather than just STEM?

Practice in other Contexts - A Comparative Study

Optional module - (20 Credits)

In this module, you will have the opportunity to undertake work experience in another country. You will then reflect on the impact of this experience on your values, beliefs, and competences.

Drama and Education

Optional module - (20 Credits)

This is a highly practical module where you'll examine the impact of drama on society and education, particularly in a school environment. You will undertake field work through theatre visits and observing drama lessons in school.

Year 3 modules

Independent study or Research in Action: Social Action, Advocacy and Participation

Core module - (20 or 40 Credits)

In both the 20 and 40 credit routes you will investigate an educational issue of your choice. If you take the 40 credit route, you will write a full dissertation on a topic that suits your interests and passions. You will have a supervisory tutor to guide you through this. If you are interested in the third sector, you can choose to design and implement a research project in partnership with charities, voluntary organisations and community groups. You will research and investigate how to explore and address a question related to the arts in education within your organisation. You will work collaboratively with a lead academic, fellow students and most importantly, members of the community, to advocate and champion individual and/or community voices within a specific area of need.

Leading and Managing the Arts

Core module - (20 Credits)

In this module, you will think about the creative industries and the kinds of careers that the course might lead to. You will explore ideas of how to be an effective leader and manager and what it means to be innovative and creative in these industries. As well as introducing you to the wealth of knowledge and research there is in this area, you will develop transferable skills in strategic planning and management of arts projects and events so important in a changing vibrant and creative employment market. This module includes work-related experience and you may require a DBS check.

Arts in Education Policy: Issues and Implications

Core module - (20 Credits)

This module will raise your awareness of current policies relating to the arts in education in this country and beyond. You will think about what we mean by a policy, how we create one,

and how we 'read' a policy to discover what is seen as important, i.e. the values. You will critically examine the values and ideologies - both implicit and explicit - that underpin key policies related to the arts in educational contexts.

Investigating the Arts in Education

Core module - (20 Credits)

This will be your opportunity to look in greater depth at an area which you are particularly interested in. You will be able to negotiate your focus for the module with your tutor who will support you in your study. Much of this module will involve independent work with opportunities to come together with your tutors and fellow students to talk about your progress, and ultimately to share your findings. This module includes work-related experience and you may require a DBS check.

Arts, Myth and Imagination

Optional module - (20 Credits)

This module will centre round the study of mythical stories, exploring their artistic potential. You will study how myths are depicted in art, music, theatre and literature, and learn about their historical and cultural perspectives. You will engage with a chosen myth to produce a creative project (writing, poetry, artwork, music or multimedia), in which you will situate your own personal theme or story. You will then think about the value of such an approach for arts education in particular, and human wellbeing in general.

The Arts, Power and Emancipation

Optional module - (20 Credits)

Can the arts be used as a way of controlling society? Can they be used as a way of freeing society? In this module, you will be looking at the relationship between the arts and the state. You will be encouraged to share your own examples through developing a portfolio. The module may also involve visits to galleries and performances to enhance a critical appreciation of how the arts can be used to inhibit or free society.

Therapeutic Services: Creative and Expressive Arts

Optional module - (20 Credits)

In this module, you'll examine and explore the benefits of using the creative and expressive arts in special needs and mental health settings, and how this can have an impact on the wellbeing of both adults and children. You will be encouraged to reflect on the growth of the use of arts within health.

Learning and teaching quote

We encourage you to explore creativity and discover how the arts impact our lives and education, bringing together open-mindedness and broad but critical thinking across a range of real-world themes and topics.

Learning and teaching quote source

Dr Lee Hazeldine

Learning and teaching quote job title

Programme Director

Learning and Teaching tab 1 label

Teaching

Learning and teaching tab 1 text

You will be taught through a combination of lectures, seminars and practical workshops. You will typically have around 12 contact hours per week. Your actual contact hours depend on the optional modules you select.

Practical work that will allow you to engage artistically within a range of arts disciplines will be a consistent feature, enabling you to develop a range of skills that are both specific to the arts and transferable to all aspects of teaching and learning. Transferable skills might include:

coordination and dexterity

perceptual, verbal skills

reflection, self-awareness (affective as well as cognitive), criticality, metacognition

semiotics (visual literacy, metaphors, seeing the world symbolically)

digital literacy (esp. those arts specific skills in supportive technology that relate to the visual, audio, kinaesthetic).

Seminars in smaller groups will enable you to discuss and develop your understanding of topics covered in lectures. You will also have opportunities to meet and work with practising artists and arts educators, and gain work experience in local arts organisations.

In Year 2 there is an opportunity to be placed in a community setting working with those involved in arts in education in different cultural contexts.

In your final year, you'll engage collaboratively in a practical project, based on a live 'brief' from a specific, relevant arts organisation.

In addition, you will meet with your personal academic tutor throughout the course.

All courses are informed by the University's [\[Learning and Teaching Strategy 2015-2022\]](/asset-library/Courses/Learning-and-Teaching-Strategy-2015-2022)(/asset-library/Courses/Learning-and-Teaching-Strategy-2015-2022.pdf).

Learning and teaching tab 2 label

Independent study

Learning and teaching tab 2 text

When not attending lectures, seminars, workshops or other timetabled sessions you will

continue learning through self-study. Typically, this involves reading journal articles and books, undertaking research in the library, working on projects, and preparing for coursework assignments/examinations, workshops and seminars.

You will also be encouraged to engage artistically and take advantage of extra-curricular arts opportunities to enrich your understanding and experience.

Your module tutor will direct you towards specific readings and/or activities to complete before class.

For the independent study/research in Year 3, you will undertake independent research. You will work under the supervision of a member of the course team who you will meet with regularly.

Learning and teaching tab 3 label

Overall workload

Learning and teaching tab 3 text

Your overall workload typically consists of 12 contact hours per week. You will undertake a further 15 hours of independent learning and assessment activity each week. In addition, there will be field trips.

For each 20 credit module, your study time is about 10 hours a week.

Learning and teaching tab 4 label

Academic Input

Learning and teaching tab 4 text

The teaching team consists of highly qualified academics who are passionate about the arts in education. They have a range of expertise and experience within the arts and education.

All staff have extensive experience in schools and other educational organisations, and some are practising artists in their own right.

Most of our team members are research-active and have experience in delivering research-informed teaching.

Assessment text

The course includes a wide range of assessment modes - not just written, but also oral and visual.

It's important to know that the purpose is to assess your understanding of the arts in education rather than your artistic ability or talent in individual arts. The course provides you with opportunities for formative feedback that will support your development and understanding informally before you complete the formal assessments that count towards

your final mark.

Practice assessments are developmental and any grades you receive for them do not count towards your module mark. There is a formal or 'summative' assessment at the end of each module. Assessment methods include a range of coursework assessments such as reflections, essays, reports, portfolios, performance, presentations and reports on projects.

The grades from formal assessments count towards your module mark. You must achieve a pass mark of 50 and above in all Year 1 compulsory modules as a prerequisite, before progression to Year 2 optional modules.

Percentage of the course assessed by coursework

All modules are assessed by coursework. There are either one or two components to an assignment for each module (amounting to 100% of the whole module assignment). The overall assignment is worth 4000 words or equivalent.

Feedback

You will receive oral feedback on any informal assessments and written feedback on all formal assessments undertaken. Feedback is intended to help you learn and you are encouraged to discuss it with your module tutor. We aim to provide you with feedback within 15 working days of hand-in (formal coursework assessment).

Careers text

Outline how studying this course enhances graduate career prospects. Give examples of the kind of jobs people who study this course do or what they go on to study at a higher level.

On successful completion of the course you will have a wide variety of roles open to you, including education coordinator, museums and galleries officer, or positions within television, radio and film and other media industries, creative businesses and third sector organisations. It could also lead to marketing, communication, management and leadership roles as well as arts administration.

You could also choose to take a route towards Qualified Teachers Status (QTS) with a PGCE or School Direct course or join one of the University's Masters degrees, such as our MA Arts and Cultural Management or MA Education.