**University of North Alabama**

**College of Education and Human Sciences**

**Department of Elementary Education**

**Madonna Choat**

**Office: SH 520**

**Phone: 256.765.4728**

**Cell: 256.335.4470**

[**mechoat@una.edu**](mailto:mechoat@una.edu)

**Course Number:** ECE 312

**Course Title:** Creative Arts for Children

**Semester Hours:** 3

**Prerequisites:** ASBI/FBI Background Clearance; admission into the Educator Preparation Program

**Revised:** April 6, 2016

**OFFICE HOURS**

**Monday** 3:00-4:00 (by phone or online)

**Tuesday** 9:20-11:00 (in office); 1:45-2:15 (in office); 3:30-5:00 (by phone or online)

**Wednesday** 3:00-4:00 (by phone or online)

**Thursday** 9:20-11:00 (in office); 1:45-2:15 (in office)

**Friday**  By appointment only

**CATALOG DESCRIPTION**

A study of the principles and value of creativity and arts-based learning. Practical research-based activities and techniques that promote creativity, critical thinking, collaboration, and communication will be studied and explored in the early childhood classroom. Prerequisite: ASBI/FBI background clearance. Course fee: $30.00.

**TEXT**

Isenberg, Joan P. *Creative Materials and Activities for the Early Childhood Curriculum.*

**MATERIALS**

You will need a file in which to keep your creative arts samples/papers/reflections.

(ex. a sturdy, accordion-type, plastic file)

**COURSE OBJECTIVES**

At the conclusion of the course, each student will be able to demonstrate knowledge of:

* Academic content and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with the Alabama Course of Study.
* The academic content of the four arts disciplines
* The performance indicators required in each of the four arts disciplines
* The appropriate use of technology in the various arts disciplines
* The role of the arts in facilitating children’s development and skills in communication and creative thinking
* The importance of fully integrating the arts across the curriculum
* Procedures to assure student safety in various arts classrooms
* Cultural diversity and its implications for educating the young child in a multi-cultural learning environment

At the conclusion of the course, each student will be able to demonstrate skills in the creative arts by:

* Demonstrate personal competence in (a) skills in the various areas of the creative arts, (b) integrating creative arts in core content areas, (c) working with peers in small groups in an effective way, and (d) leading peers in planned learning experiences in the creative arts.

**COURSE CONTENT**

Part I: Exploring Creativity and the Arts

1. Defining creativity and the arts
2. The value and aesthetics of the arts
3. Theories
4. Facilitating creativity and the arts
5. The teacher’s role
6. Play, creativity, and arts
7. Strategies to support creativity
8. Diverse Learners
9. Designing Creative Environments for teaching the arts
10. Getting starts
11. Design elements
12. Indoor environments
13. Outdoor environments
14. Brain Research

Part II. Teaching the Creative Arts

1. Importance of Visual Arts
2. Children’s development of visual arts
3. Stages of artistic development
4. Theories of artistic development
5. Theories of artistic development
6. Elements of Art
7. Technology
8. Creative Materials for Visual Arts
9. Guidelines for materials and activities
10. Selecting and using materials
11. Visual arts center
12. Arts and Diverse Learners
13. Creative materials and activities for Drama
14. Drama in the ECE Classroom
15. Importance of Drama
16. Brain Research
17. Guidelines
18. Dramatic play center
19. Drama and diverse learners
20. Creative Materials and Activities for Music, Movement and Dance
21. Developmentally appropriate music, movement, and dance
22. The importance of music, movement, and dance
23. Brain Research
24. Diverse Learners

Part III: Creative Materials and Activities in Content Areas

1. Language, Literacy and the Creative Arts
2. Literacy content in early childhood
3. The importance of language
4. Using creative arts to support language and literacy development
5. Practical creative arts activities for language and literacy
6. Creative arts activities for reading and writing
7. Mathematics and the Creative Arts
8. Mathematics content in early childhood
9. Developmentally appropriate mathematics
10. The creative arts and math
11. Math, the arts, and diverse learners
12. Creative arts activities for math
13. Science and the Creative Arts
14. Science content in early childhood
15. Developmentally appropriate science
16. The creative arts and science
17. Science, arts, and diverse learners
18. Practical art activities for science

D. Social Studies and the Creative Arts

1. Social studies content in early childhood
2. Developmentally appropriate social studies
3. The creative arts and social studies
4. Social studies, the arts, and diverse learners
5. Practical arts activities for social studies

Part IV: Planning and Assessing Creative Experiences

1. Assessing Creative Learning
2. What is Assessment?
3. Principles for assessing creative learning
4. Types of classroom-based assessments
5. Strategies for assessing creative learning
6. Planning Effective Arts-Based Lessons
7. The importance of arts-based planning
8. Essential elements of arts-based lesson plans
9. Sample arts-based lesson plans
10. Integrating the Curriculum through Arts-Based Units
11. Defining an arts-based integrated curriculum
12. Understanding an arts-based integrated curriculum
13. Guidelines for arts-based units of study
14. Arts-based unit webs and activities

**COURSE ACTIVITIES**

* Develop a resource file to include samples and/or written reflections of each of the art disciplines (dance, drama, music, movement, technology, and visual art).
* Read two books, and tell a story to a group using techniques presented in class (include at least one multi-cultural book). Include a summary of each book and one typed reflection on the experience of reading/telling stories to others.
* Write a poem and illustrate/express the poem using music and art– share the poem with the class. Include a typed reflection on the experience of writing/reading your poems.
* For each curriculum area, select an appropriate creative teaching activity, secure the materials, write a lesson plan for each, and lead a small group of peers in the activity (table-top lesson). A reflection of the experience will be included on the lesson plan.
* Analyze children’s drawings and compare with drawings collected from three children of different ages. Based on what you read and learn in class, give your analysis of each drawing. Include a typed reflection of the experience.
* Select two children’s songs and create original lyrics and or movements for the familiar songs. Demonstrate your songs by incorporating the movements and/or using the music of your choice (taped music, drum, sticks, bells, guitar, etc.).
* Work cooperatively with a small group to create a presentation in a content area (science, math, social studies, reading, etc.). Incorporate music/drama/dance/visual arts/etc. Include a typed reflection on the experience. You will also write a peer review for each member of your group.
* Read the chapters in the text, professional journal articles, and other readings that may be required.
* Research the benefits of using technology related to creative arts in the classroom.
* Complete all quizzes and projects on time.
* Students will complete at least three (3) hours of art-related participation in K-2 classrooms and or school setting. (Additional information about this experience will be discussed in class)

|  |  |
| --- | --- |
| Graded Activity | Point Value |
| Creative Arts Field Experiences/Reflections | 25 (each) |
| Lesson Plans/Reflections | 25 (each) |
| Table-Top Lessons | 25 (each) |
| Analysis of Children’s Drawings | 25 |
| Music, Movement, and Dance Assignment | 25 |
| Review of 5 websites and/or apps | 25 |
| Chapter Quizzes | 20 (each) |
| Group Presentation (Mid-term Project) | 50 |
| Creative Arts Project in Schools | 50 |

**\*\*\*Demographic clusters of the schools for observations will be provided in class. Field experience logs must be turned in before the end of the semester. You must wear your UNA mane card as identification when entering all schools.**

**PROFESSIONAL STANDARDS AND ASSESSMENT**

Material presented in this course has been designed to comply with the Alabama Early Childhood and Elementary Education Standards/Rule 290-3-3-.05(2)(e)1., 290-3-3.05(2)(g)1., 290-3-3-.06(2)(b)5., and 290-3-3-.06(2)(b)7.. Specific standards addressed in this course are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard Code** | **Standard** | **Assessment** | **Instrument** |
| 290-3-3-.05(2)(e)1. | Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies. | * Group Projects * Quizzes * Table-Top Lessons incorporating all content and arts areas. | Rubric |
| 290-3-3.05(2)(g)1. | Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and Head Start programs.) | * Projects and clinicals | Rubric |
| 290-3-3-.06(2)(b)5. | **The arts**. Candidates know, understand, and use—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. | * Group Projects * Table-Top Lessons * Sharing Website Resources | Rubric |
| 290-3-3-.06(2)(b)7. | **Physical education**. Candidates know, understand, and use -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. | * Music/Movement/Dance lesson plans and table-top lessons | Rubric |

**GRADING PROCEDURE**

A (100 - 93%)

B (92 - 84%)

C (83 - 75%)

D (74 - 65%)

F (64% and below)

Final grades: Final grades will be determined by averaging grades on course requirements. Planned school site visits, all other group assignments, and class participation are basic requirements for this course and must be completed at the designated time to successfully complete the course. To earn a grade of A, all assignments, quizzes and homework must be completed.

NOTE: To earn a grade of C or better a student must demonstrate proficiency in written and oral grammar skills. You must earn a grade of C or better in class for continued good standing in the Department of Elementary Education. You will not pass the class if any assignment measuring a state department standard does not meet acceptable criteria. You will not pass the class without successfully completing the clinical hours.

NOTE: Criteria for grading procedures will include an evaluation of oral and written communication skills. A professional subjective evaluation will be made on all assignments. Use of another student’s work as your own will result in no credit for the work submitted. Points will be deducted for late assignments and are subject to an automatic grade of “0” if not submitted within a week of the due date.

\*\*\*Student athletes and those attending university sponsored events must submit assignments in advance.

**ATTENDANCE POLICY**

Attendance, Participation and Professionalism: You are expected to attend ALL classes. 100% attendance, preparation for, and participation in this class are expected and highly valued. **This means not just showing up, but being present**. Part of your grade is based on appropriate participation in class and activities. You will be evaluated on your overall daily performance and may earn points based on this performance. Absences will be considered unexcused unless you bring a doctor’s excuse or are participating in a UNA sponsored event. **Any absence may affect your grade** in this course because class time and required participation in discussions, demonstrations, and peer sharing cannot be made up. Arriving late or leaving early more than once will affect your grade. Preparation for this class includes completing all assigned readings. Active participation in all discussions, group projects, and in-class and online activities is expected. Please note that working on an assignment from another class indicates that you are not engaged in this class and will result in an absence. **After three (3) absences (excused or unexcused), your final grade is subject to being lowered**. Students may be asked to drop the class if course requirements are not met or there have been excessive absences.

**MAKE-UP POLICY**

Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment to discuss next steps when an assignment is missed. The dropbox in Canvas will serve as the official record of completed assignments.

**ACCOMMODATION STATEMENT**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**TITLE IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**EMERGENCY PROCEDURES**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**ACADEMIC HONESTY**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**BIBLIOGRAPHY**

Isenberg, Joan P. *Creative Materials and Activities for the Early Childhood Curriculum*

***\*\*\*Please print and return the information sheet on the following page.***

**PLEASE PRINT THIS PAGE, SIGN, AND RETURN**

* **It is the responsibility of the student to read and understand the syllabus**
* **After written and oral explanations of assignments and policies are given it is the student’s responsibility to fully understand what is required and expected.**

***I have received a copy of the syllabus for ECE 312.***

***I have read the syllabus and have been offered an opportunity to ask questions about it.***

***I understand and accept the responsibilities and requirements in this syllabus.***

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INFORMATION:**

**Hometown (if different): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNA email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Athlete: Yes No (if yes, please provide schedule in advance that will affect class attendance)**

**Do you give permission to share your papers/projects as teaching examples for presentations, workshops, or with future classes? Yes No**

**Do you have any medical concerns that I need to know about?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please add any additional information you would like to share about yourself, expectations for the class, career goals, etc:**