UNIVERSITY OF NORTH ALABAMA

ECE 312-01 and HES 312-01                      Dr. Ruth Dumas  
Creative Arts for Children                      Office: SH 505  
Credit: Three semester hours                   Phone: 256-765-4299  
rtdumas@una.edu

Office hours:  Monday/Wednesday: 2:00 – 4:00 p.m.  
               Tuesday/Thursday: 9:15 - 11:00 a.m.  
               Friday: By appointment only

Course Description:

To help the teacher of children develop an understanding of process and product in the creative arts. The learning setting, activities, and techniques for helping children explore, discover, and practically apply creative problem-solving through the creative arts will be studied.

Textbook:

*(All students are required to have a textbook in class.)*  
College Live Text Education Solutions membership ([www.LiveText.com](http://www.LiveText.com))  
*(All students are required to have a current LiveText account.)*  
Angel Learning ([una.angellearning.com](http://una.angellearning.com)) – use for all class correspondence

Course Objectives:

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

1. academic content and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with the *Alabama Course of Study: Arts Education*; 290-3-3-.06(2)(b)5.(i)(I), CF: 1, 2, 3, 4, 5, 6

2. the academic content of the four arts disciplines; 290-3-3-.06(2)(b)5.(i)(II)

3. the performance indicators required in each of the four arts disciplines; 290-3-3-.06(2)(b)5.(i)(III)

4. the appropriate use of technology in the various arts disciplines; 290-3-3-.06(2)(b)5.(i)(IV)

5. the role of the arts in facilitating children’s development and skills in communication and creative thinking; 290-3-3-.06(2)(b)5.(i)(V)

6. the importance of fully integrating the arts across the curriculum; 290-3-3-.06(2)(b)5.(i)(VI)

7. procedures to assure student safety in various arts classrooms; 290-3-3-.06(2)(b)5.(i)(VII), and

8. cultural diversity and its implications for educating the young child in a multi-cultural learning environment; *UNA Global Initiative*, CF:5

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

1. demonstrating personal competence in (a) skills in the various areas of the creative arts, (b) working with peers in small groups in an effective way, and (c) leading peers in planned learning experiences in the creative arts.
Content:

Developmentally Appropriate Curriculum

Alabama Course of Study: Arts Education 290-3-3-.06(2)(b)5.(i)(I)

Four Art Forms /Dance, Music, Theatre, and Visual Arts 290-3-3-.06(2)(b)5.(i)(II)

National Standards for Arts Education

The Creative Process

Theoretical Perspectives

The Role of the Arts in Facilitating Children’s Development and Skills 290-3-3-.06(2)(b)5.(i)(V)

Communication

Creative Thinking

Affective Development

The Integration of the Arts Across the Curriculum 290-3-3-.06(2)(b)5.(i)(VI)

Science, Math, Social Studies, Language Arts, Reading, Health, Nutrition, Physical Education

Literature and Creative Arts 290-3-3-.06(2)(b)5.(i)(VI)

The Literature Environment

Exploring Literature

Music and Movement (Dance) 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(III)

Stages of Early Musical Development

Exploring Music and Movement through a Multicultural Context

The Visual Arts 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(III)

Process and Materials for Three-Dimensional Art

Play/Creative Drama (Theatre) 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(III)

Types of Play

Process and Materials for Encouraging Creative Drama

Technology 290-3-3-.06(2)(b)5.(i)(IV)

Exploring the Use of Technology in a Creative Arts Classroom

Procedures to Insure Student Safety in the Arts Classroom 290-3-3-.06(2)(b)5.(i)(VII)

Use of Non-toxic Supplies

Management of Materials and Activities Related to Dance, Music, Theatre, and Visual Arts

Course Requirements:

1. Each student will develop a portfolio with reflections to include the following activities:
   290-3-3-.06(2)(b)5.(i)(I), CF: 1, 2, 3, 4, 5, 6

   a. Develop a file of 10 finger plays (five of which must be your originals) and be able to lead a group in doing them. Include a typed reflection on the experience of using this activity for following directions, building vocabulary, aiding in language development, developing listening skills, and learning order/sequence. 290-3-3-.06(2)(b)5.(i)(I)

   b. 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. 290-3-3-.06(2)(b)5.(i)(VI)

Revised 09-2013
c. Write three (3) poems of each type - Haiku and Cinquain. Share these with a small group and the class. Include a typed reflection on the experience of writing/reading your poem(s). 290-3-3-.06(2)(b)5.(i)(VI)

d. Select an appropriate creative teaching activity, secure the materials, make a written lesson plan for, and lead a small group of peers in the activity. Include a typed reflection on the experience of planning and leading a group in the activity. (Send as a LiveText lesson plan. Instructions will be provided in class.)

e. Examine children’s drawings created with IPads. Compare with drawings collected from three children of different ages. Based on your readings and discussion in class, give your analysis of each drawing. Include a typed reflection on this experience. 290-3-3-.06(2)(b)5.(i)(IV)

f. Select three children’s songs with autoharp chords. Create original lyrics for these songs. Demonstrate on autoharp provided in class. Include a typed reflection on the experience of leading others in singing the songs. 290-3-3-.06(2)(b)5.(i)(III)

g. Demonstrate the ability to use the various art media presented in class. Include a typed reflection of working with various art media. (Include class samples of your work in your portfolio.) 290-3-3-.06(2)(b)5.(i)(III)

h. Work cooperatively with classmates to write a short play in some content area (for example: science, math, social studies, etc.), make appropriate costumes, program, scenery, and act out the play before a group. Incorporate music/dance/visual Arts in the Theatre production. Include a typed reflection on the experience. (2)(b)5.(i)(III), (2)(b)5.(i)(VI)

i. Complete a three hour observation/interview in grades K-2. Document with form provided in class and a short written summary to include the academic content of the four arts disciplines. Be sure to address procedures to insure student safety in various arts classrooms. 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(V); 290-3-3-.06(2)(b)5.(i)(VII)

DEMOGRAPHIC CLUSTERS for observations will be provided in class. Field Experience Logs must be signed and turned in at the end of the semester.

2. Other requirements:

a. Read the chapters in the text, professional journal articles (ex: Childhood Education and YC Young Children), and other readings that may be required. Write a "reflective" abstract on each article read, using APA referencing for online articles. (Include the article.) Incorporate the use of technology to research academic content of the four arts disciplines. 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(IV)

b. Attendance and participation are important. A professional attitude will be anticipated. You are expected to attend and to participate in all classes. After three (3) absences (excused or unexcused), the grade is subject to being lowered. Three tardies (for any reason) equal one absence. [After eight (8) absences without a withdrawal from the class, the final grade for the course will be recorded as an F.]

c. There will be tests on chapters in the text, and a final examination will be given at the regularly scheduled time. Tests will also cover all other materials presented in class. Use a #2 pencil for tests. Mid-term:290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(III); 290-3-3-.06(2)(b)5.(i)(VII); and Final 290-3-3-.06(2)(b)5.(i)(V); 290-3-3-.06(2)(b)5.(i)(VI)

Revised 09-2013
Grading Procedures:

If an item requires participation in class, and you are unable to attend, you will lose the points given for that item. Important components of the portfolio are organization (for easy entry/access to the material) and the durability of the materials.

1. Creative Arts Portfolio (30%) Rubric 290-3-3-.06(2)(b)5.(i)(I); 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(III); 290-3-3-.06(2)(b)5.(i)(IV); 290-3-3-.06(2)(b)5.(i)(V); 290-3-3-.06(2)(b)5.(i)(VI); 290-3-3-.06(2)(b)5.(i)(VII) CF: 1, 2, 3, 4, 5, 6

2. Professional Journal Article (20%) Rubric 290-3-3-.06(2)(b)5.(i)(IV)

3. Test I-Mid-Term Examination (25%) Rubric 290-3-3-.06(2)(b)5.(i)(II); 290-3-3-.06(2)(b)5.(i)(VII)

4. Test II-Final Examination (25%) Rubric 290-3-3-.06(2)(b)5.(i)(V); 290-3-3-.06(2)(b)5.(i)(VI)

Point to Grade Conversion:

93 - 100 = A Assignments are due at the beginning of the class period.
84 - 92 = B (Late assignments for unexcused absences will not be accepted.)
75 - 83 = C
65 - 74 = D
Below 65= F

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

A professional subjective judgment will be made of all work completed in this class. Criteria for grading procedures will also include an evaluation of oral and written communication skills.

Lack of professionalism during class time and during observations may result in a deduction of a letter grade.

*No cell phone use in the classroom once class has begun.

All requirements of the course must be satisfactorily completed to receive credit for the course. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

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 (256-764-4214).
Academic Honesty: See UNA 2011-2012 Catalog. (No credit for use of another student’s work.)

PLEASE PRINT THIS PAGE (ALONG WITH THE SYLLABUS) AND BRING TO CLASS

I have received a copy of the syllabus for ECE 312-01/HES 312-01 for the Spring 2012 semester. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name __________________________________________ Date ______________

INFORMATION FOR ECE 312-01/HES 312-01 (Circle course shown on registration.)

Name: __________________________________________

Current Address: __________________________________________

(hometown/if different from address)_______________________________

Phone Number(s): __________________________________________

UNA Email: __________________________________________

Live Text Account Name: ________________________________

Career Goal: __________________________________________

*Student Athlete (sport - ____________________/In advance, provide schedule of events that will affect class attendance.)

Any special concerns that the professor needs to know about in advance.

________________________________________________________________________________________

Please sign below if you give permission to share your paper/projects, for example, the use of student work as a model in future classes, presentations, and/or workshops.

________________________________________________________________________________________

(Your signature)

Current schedule this semester

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Please add something about yourself that you would like to share.