

15800 Calvary Rd
Kansas City, MO 64147

Course: ED 351 Teaching Creative Arts, Music & Movement
Credit: 3 hours
Semester: Spring 2023, Cycle 4 & 5 (January 9 – May 5)
Time: 1:00 – 2:20 p.m., Mondays & Wednesdays
Instructor: Karen Hange karen.hange@calvary.edu Office: 124 East Education Building

I. DESCRIPTION

This course will provide opportunities to explore the educational understandings and principles for teaching visual art, music, movement, and dramatic play. Learning experiences will introduce a variety of methods, materials and activities that can be used to promote creativity and divergent thinking for children from birth through the primary grades. (Prerequisite: ED 190 & 247 or permission from the Education Department program director; must be officially admitted to Teacher Education program.)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize the central concepts, structures, **and tools of inquiry for teaching creativity, divergent thinking, and art-based learning experiences** that are meaningful and engaging for all students.
 - a. PLO-2, 6; MTS 1.1, 1.2, 1.5
 - b. Assignments: A, B, 1 & 2
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to **provide art-based learning opportunities adapted to diverse learners** that support the intellectual, social, and personal development of all students.
 - a. PLO-3, 4; MTS. 2.2
 - b. Assignments: A, D, 3 & 4

3. Recognize the **importance of planning** and the integration of creativity and art-based learning experiences throughout the curriculum to individualize instruction and provide cultural connections to meet the diverse needs of learners.
 - a. PLO-2, 3; MTS. 3.2
 - b. Assignments: C, 2, & 3
4. Understand how to use formative and summative **assessment strategies to assess learner's progress** and how to encourage children to set their own learning goals for the development of creativity and appreciation of art-based experiences.
 - a. PLO-5; MTS. 7.3, 7.4
 - b. Assignments: C, D, 3 & 4
5. Prepare to seek opportunities to grow professionally, academically, and in your biblical ontology, in order to **positively impact learning for all students**.
 - a. PLO-1, 2; MTS. 8.1
 - b. Assignments: B, 1, & 5

B. Specific competencies to be achieved. The student will:

1. Define creativity and **describe the process for developing creative expression** and divergent thinking in children through process-oriented activities & open-ended questions.
 - a. PLO-1, 2; MTS 1 & 4
 - b. Assignments: 1 & 3
2. Understand how to select appropriate strategies for developing creative expression and the relationship of multiple intelligences to address individual student needs through visual art, music, movement, and dramatic play.
 - a. PLO-2, 3; MTS 2
 - b. Assignments: 1, 2, & 3
3. Demonstrate knowledge of how to assess the progression of development in the artistic expression for young children and to assist students in setting goals to develop creativity and divergent thinking as they self-reflect on their overall growth.
 - a. PLO-4, 5; MTS. 3 & 7
 - b. Assignments: 3 & 4
4. Describe the role of aesthetics and the components necessary for designing a classroom that promotes creativity through the arrangement of furniture and materials that provide accessibility and variety.
 - a. PLO-2, 5; MTS 5.2, 5.3
 - b. Assignments: A, B, D, & 1
5. Understand strategies for analyzing the role of the teacher in promoting artistic expression and enhancing creativity through student-centered experiences in visual art, music, movement, and dramatic play.
 - a. PLO-2,5; MTS. 8.2, 9.3
 - b. Assignments: A, D, 1, 4 & 5

III. MATERIALS

A. Textbooks

The Bible (see note below in course policies)

Isenberg, Joan P. & Jalongo, Mary R. *Creative Thinking and Arts-Based Learning: Preschool through Fourth Grade*, 7th edition. Pearson, 2018. (Cost: \$85 to purchase, but you can rent from Pearson for \$10 a month)
ISBN-13: 0134290062.

Here is the Pearson link for either rental or purchase:

<https://www.pearson.com/store/p/creative-thinking-and-arts-based-learning-preschool-through-fourth-grade/P100001424371?viewAll=true>

B. Optional Resources

Recorder—Available from Amazon for \$7.99 https://www.amazon.com/Yamaha-YRS-23Y-Soprano-Recorder-Natural/dp/B0014ZG676/ref=sr_1_4?crd=1GACXD3S7HR3W&keywords=recorder%2Binstrument&qid=1671416755&prefix=recorder%2Caps%2C125&sr=8-4&th=1

Art is Fundamental project book--\$13.89 from Amazon

https://www.amazon.com/Art-Fundamental-Teaching-Principles-Elementary/dp/1569762163/ref=sr_1_1?crd=2G9NE9HYZTRMC&keywords=art+is+fundamental+teaching+the+elements+and+principles+of+art&qid=1671416914&prefix=art+is+fundamental%2Caps%2C126&sr=8-1

IV. REQUIREMENTS

Weekly Assignments

A. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Read Chapter 1 before our second class. Chapter quizzes will be given over the textbook material.

B. Discussion Posts

There are many different opinions surrounding creativity and artistic expression. It is good for teachers to have a basic understanding of many different perspectives so that they can be better prepared to address parent concerns or discuss collaboratively with their colleagues. A variety of perspectives will be presented through the discussion board and students will articulate a response of agreement or disagreement to promote further discussion.

C. There's An App for That

When prompted, students will locate a technology-based application that can be used to support the concepts of the chapter discussed. Students will provide a link to the app and write a 200-250 word description and analysis of the benefits of the app as well as identify any challenges that could be concerning for classroom use. Students will be expected to read and respond to the posts of their peers.

D. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

Assignments & Projects

1. Valuing Arts in Education

As a class, we will visit Providence School of Arts and observe the children in art, music, or dance classes. This school was founded on the philosophy that art education should be incorporated into every aspect of the school's curriculum. A question/answer time with the teachers will be provided to identify different philosophies and approaches for encouraging artistic expression in children. Write an 800-word reflection that includes ideas that can be incorporated into your future classroom.

2. **Literacy in the Arts Book Review.** Students will read and review 15 children's picture books about art or music. Students will submit an annotated bibliography of books read. They will do a read-aloud of one book for the class.

3. Pinterest Collection

Create a Pinterest board with 15 art projects and 15 Music/Movement activities that could be integrated with Social Studies, Science, Math or Children's Literature. Submit a link to your Pinterest board and provide clear organization.

4. **Art Portfolio Collection.** Develop at least 10 samples that could be saved to use as models in your future classroom. Some of these samples will be done in class and should include a wide range of art skills.

5. Teach an art lesson & PE lesson with children (2 experiences)

Develop an age-appropriate lesson plan for young children. Submit the lesson plan via Canvas. Gather all resources and supplies. Be sure to think through the instructions carefully and plan for mishaps. 😊 Arrange to teach to a group of at least 8-10 children in one location. Share your experience with the class. No PowerPoint needed. Write a reflection paper on this experience. See additional notes and guiding questions in Canvas.

6. Emphasis on Creativity Day

Create a plan that could be used to fill an entire school day of activities based upon a theme centered on artistic expression. You will also develop a PowerPoint presentation so that you can share your ideas with the class. Your plan should integrate the common content courses as well as the artistic expression courses. Include activities to support the following areas:

- Literature
- Social Studies
- Science
- Math
- Writing
- Music
- Visual Art
- Movement & Games
- Dramatic Play or Theater
- Character Focus/Biblical Integration

7. Virtual Field Trip Presentation

Plan a virtual field trip of an art museum. Get pre-approval for your site from the instructor so that each student is presenting on a different location. Be familiar with the layout of the museum and develop at least 8 thought-provoking, open-ended questions that will promote discussion and divergent thinking from a child's perspective. Students will present to the class and provide feedback on their peer's presentations.

V. METHODS

A. Teaching

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| 1. Lectures | 4. Projects |
| 2. Group discussion | 5. Writing |
| 3. Research and reading | 6. Practicing skills |

B. Grading

1. Weight given to assignments:	
Quizzes (15 points per chapter)	150 points
Discussion posts (8 posts x 10 points each)	80 points
Technology App connections	70 points
Valuing Arts in Education	100 points
Literacy in Arts Education	100 points
Pinterest Collection	50 points
Art Portfolio	100 points
Teaching Art Experience (2 visits x 75 points each)	150 points
Emphasis on Creativity Day	100 points
Virtual Art Museum Field Trip	50 points
Music Demonstration Activities	50 points
<u>Weekly Participation in Class or Online</u>	<u>500 points</u>
Total points for the class	1500 points

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VI. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session. Once a student has missed 25% of the class sessions that student will be required to withdraw (W) or withdraw fail (WF).

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION. Once a student has failed to report on 25% of the class sessions, they will be required to withdraw (W) or withdraw fail (WF).

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. *Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students

for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

***About Changes to this Syllabus:** The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	Jan 9 & 11	Introduction—Overview & Pacing Chapter 1 Understanding Children’s Creative Thought	
2	Jan 16 & 18	Chapter 1 continued	No class on Monday—MLK day
3	Jan 23 & 25	Chapter 2 Supporting Children’s Play & Games	No class on Wednesday—COGE
4	Jan 30 & Feb 1	Chapter 2 Continued	Pinterest Collection
5	Feb 6 & 8	Chapter 3 Promoting Children’s Art	
6	Feb 13 & 15	Chapter 4 Engaging Children in Music & Movement	Teaching Demonstration # 1
7	Feb 20 & 22	Chapter 4 continued	Literacy in Arts Presentation
8	Feb 27 & Mar 1	Chapter 5 Exploring Drama	
	Mar 6 & 8	SPRING BREAK—NO CLASSES	
9	Mar 13 & 16	Chapter 6 Fostering Creative Thinking	
10	Mar 20 & 22	Chapter 7 Assessing the Creative Process & Products	Virtual Art Museum Field Trip
11	Mar 27 & 29	Chapter 8 Appreciating Children’s Creative Work in Diverse Families	
12	Apr 3 & 5	Chapter 8 continued	Valuing Arts in Education—a trip to Providence School of Arts

13	Apr 10 & 12	Chapter 9 Designing Creative Learning Environments	
14	Apr 17 & 19	Chapter 10 Using Creative Materials Effectively	Teaching Demonstration # 2
15	Apr 24 & 26	Student Presentations	<i>Emphasis on Creativity Day</i> student presentations
16	May 1 & 3	Wrapping It Up	Art Portfolio submission