

# ED 152: CREATIVITY & THE ARTS

CRN: 43442

Final Exam: Monday, 10:00 – 11:50

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## I. Course Description

Focuses on understanding and implementing a developmental approach to creative activities for young children. Involves hands-on experience with a wide variety of activities and mediums. Includes methods of presentation, observation, evaluation and child assessment. Emphasizes art, music and movement, dramatics, and creative play.

## II. Course Outcomes

*Students will be able to:*

- Plan developmentally appropriate art, music and movement, and creative drama or play learning experience, applying specific learning objectives.
- Present and evaluate developmentally appropriate learning experience which fosters creativity.
- Participate collaboratively in team planning and presentations.

## III. Required Text and Materials

California Dept. of Education (2011). *CA Preschool Curriculum Framework (Volume 2)*. Sacramento, CA: CDE. Available for purchase through CDE or use on the internet.

Pelo, Ann (2007). *The Language of Art*. St. Paul, MN: Redleaf Press.  
Click on link to access e-book.

Course Packet purchased at the LBCC Bookstore.

## IV. How to be SUCCESSFUL in this course:

- Participate in classroom activities and conversations.
- Look through and familiarize yourself with the course packet contents.
- Journal after each class about what inspired you and what you learned.  
**Definitely** journal after you present your Learning experience.
- Turn in a Learning Experience Plan **for EACH topic** (not just when you are the leader)
- CFS students: A “C” or better is required in this course to be eligible for practicum.

## VI. Expectations about your skills and abilities as a student:

- Attend consistently and on time.
- Participate as a teaching team member. Help others learn and grow.
- Complete assigned readings in preparation for class. Bring required book and materials listed on course outline.

- Collect photos (not of PCDC children), images, quotes and/or video clips to represent what you've been experiencing, feeling, learning, and reflecting on in relation to your course experiences.
- Stretch a bit beyond your 'comfort zone'.
- Submit draft learning experience plans, and FINALS (Revision 1) **for each learning experience topic.**

**VII. Advice:**

- Start getting your measles, TB documentation **immediately.**
- Take photos during in-class presentations for your 'learning story'.
- Show up on time when it's your day to present, or when your group is presenting.
- If you turn in a Learning Experience Plan DRAFT late, and want feedback before you submit your final, email the teacher that you have submitted your draft.
- Your learning experience plans cannot be the same as the ones presented in class.

**VII. Grades will be based on the following required assignments:**

| <b>Assignments</b>                        | <b>Total Points</b> | <b>Your Points</b> |
|---|---------------------|--------------------|
| Weekly Questions x 9                      | 180                 |                    |
| Observation #1: Play                      | 70                  |                    |
| Home Art Experience & Reflection          | 80                  |                    |
| Learning Story Outline                    | 50                  |                    |
| Observation #2: Dramatic Play             | 70                  |                    |
| Learning Experience Plan Final – Music    | 100                 |                    |
| Learning Experience Plan Final – Movement | 100                 |                    |
| Learning Experience Plan Final – Drama    | 100                 |                    |
| Team Leader & Team Participation points   | 150                 |                    |
| Final Learning Story & Presentation       | 100                 |                    |

Written assignments will be evaluated on the following:

- \* Creativity
- \* Detail and description
- \* Clarity & Quality
- \* Application of educational content to classroom experience or readings.

Please see rubric below for additional guidance.

Curriculum ‘drafts’ will not be graded. They are required to be submitted on time, as a prerequisite to submitting the final curriculum plan for points. Please use feedback to create final plan. **You MUST submit final plan into ‘Revision 1’ area for credit.**

Presentations with the children will be evaluated by your group and will be submitted with observation information from the observing group. Points will be determined based on this information and the instructor’s observations of you & your group’s performance. Please authentically evaluate yourselves. Group reflections and observation forms will be considered in determining the points you will receive.

Team Participation will be evaluated based on group evaluations, self-evaluations and instructor observations. Please see ‘Team Leader & Team Participation Points’ & ‘Team Participation Rubric’ in your course packet for additional information.

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. **Week 1-4 assignments will not be accepted after Week 5.**

**Week 5-9 assignments will not be accepted after week 10.**

| A  | A-    | B+  | B     | B-    | C+  | C     | C-    | D+  | D     | F  |
|--|-------|---|-------|-------|---|-------|-------|---|-------|--|
| 94-11  | 90-93 | 87-89   | 84-86 | 80-83 | 77-79   | 74-76 | 70-70 | 67-69   | 60-66 | <60  |
| Excellent  |       | Good  |       |       | Satisfactory  |       |       | Passing   |       | Fair   |
| <b>What this means:</b><br><br>Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes. |       | <b>What this means:</b><br><br>Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes. |       |       | <b>What this means:</b><br><br>Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed. |       |       | <b>What this means:</b><br><br>Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes. |       | <b>What this means:</b><br><br>Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome |

A = 90-100%  
900-1000

B = 80-89%  
800-899

C = 70-79%  
700-799

D = 60-69%  
600-699

F = 59% or less  
590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.*

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## VII. Calendar/Course Outline

| Week                                  | Topic  | Readings Due Today              | Assignments Due Today   |
|---------------------------------------|--|---------------------------------|---|
| 1                                     | Course overview; What is creativity?         |                                 | * Create a 'Turn It In' Account<br>* Acquire journal ( <u>we will collage the cover</u> ) |
| 2                                     | The creative teacher                         | 2 articles                      |   |
| 3                                     | Visual Art & Creating Art                    | p. 39-62 (CFP)                  | * Observation #1  |
| 4                                     | Three-dimensional media                      | Ch. 4 (LA)                      | * Home Art Experience & Reflection  |
| 5                                     | Music  | p. 63-85 (CFP)                  | * Learning Story Outline<br>* Observation #2<br>* Documentation due for PCDC              |
| 6                                     | Movement & Dance                             | p. 101-114;<br>p. 176-191 (CFP) | * Music Plan Draft  |
| 7<br>Music in-class                   | Creative Drama                               | p. 86-110 (CFP)                 | * Movement Plan Draft   |
| 8<br>Music PCDC/<br>In-class movement | The Teacher's Role                           | Ch. 1 & 2 (LA)                  | * Final music plan<br>* Drama Plan Draft  |
| 9<br>Movement PCDC/<br>In-class Drama | Exploring Color                              | Ch. 6 (LA)                      | * Final Movement Plan   |
| 10<br>Drama @ PCDC                    | Culture of Inquiry; Long-term Investigations | p. 105-120 (LA)                 | * Final Drama Plan  |
| 11                                    | Monday, 10 – 11:50 am                        |                                 | * Learning Story Presentations<br>* <i>Final Group &amp; Self Evaluations</i>             |

**The instructor reserves the right to make changes in the course schedule**

## **Additional Articles**

### **Due: Week 2**

- These are the links for the additional articles you will be reading for Week 2 (see course outline).
- These are available on the Moodle page.

#### **Due Week 2:**

The Creative Teacher

<http://www.scholastic.com/teachers/article/how-promote-creative-thinking>

#### **Due Week 2:**

Fostering Creativity

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=349](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=349)