ED 152: CREATIVITY & THE ARTS

CRN: 43442

Final Exam: Monday, 10:00 – 11:50

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Office hours: M 2-3, Th 2:30 – 3:30, F 12-1

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:

- o Participate in classroom activities and conversations.
- o 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.
- o Turn in a Learning Experience Plan **for EACH topic** (not just when you are the leader)
- o 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:

Assignments	Total Points	Your Points
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.

<u>Curriculum 'drafts' will not be graded</u>. 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**.

<u>Presentations with the children</u> 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.

<u>Team Participation</u> 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.

<u>Late assignments</u> 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+	В	В-	C+	С	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
Exce	Excellent		Good		Satisfactory		Passing		Fair	
What this means: What this mea		is means	S:	What this means:		What this means:		What this		
indicate the work was superb. Me comments suggestion only to we might ext thinking product should be complete flexible me course obtained and outcomments.	simply ly s and ns relate ays you end your Your nows and nastery of jectives mes.	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.		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.		indicate the have put of your work product strangers to mastery of objectives outcomes	effort into k, but the hows little coward of course s and	means: 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% $B = 80-89%$ $C = 70-79%$ $D = 60-69%$ $F = 59%$ or less										
900-1	000	800-8	399		700-79	99	600-699		590 or les	SS

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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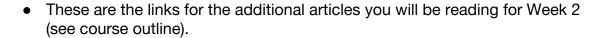
VII. Calendar/Course Outline

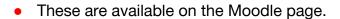
Week	Topic	Readings Due Today	Assignments Due Today
1	Course overview; What is creativity?		* Create a 'Turn It In' Account * Acquire journal (we will collage the cover)
2	The creative teacher	2 articles	
3	Visual Art & Creating Art	p. 39-62 (CFP)	* Observation #1
4	Three-dimensional media	Ch. 4 (LA)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

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

Additional Articles

Due: Week 2





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