

## ED 152: CREATIVE ACTIVITIES/DRAMATIC PLAY

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### I. Course Description

This course focuses on understanding and implementing a developmental approach to creative activities for young children. It involves hands-on experience with a wide variety of activities and medium, emphasizing art, music and movement, creative dramatics, and creative play. The class includes methods of presentation and evaluation.

### II. Course Outcomes

*Students will be able to:*

- Identify developmentally appropriate curricula and learning environments that foster children's creativity.
- Describe creativity and methods to encourage children's creative development.
- Establish, plan, implement and evaluate developmentally appropriate art, music, movement, drama and play activities to promote children's creativity.

### III. Required Text and Materials

Isbell, R. T., & Raines, S. C. (2007). *Creativity and the Arts with Young Children*. (3rd Ed.). Belmont, CA: Delmar, Cengage Learning.

Course Packet purchased at the LBCC Bookstore.

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

- Set intentions for your success in the class.
- Participate in classroom activities and conversations.
- Purchase books and packet prior to class.
- Journal after each class about what inspired you and what you learned. Definitely journal after you present your activity.
- Complete assignments on time.
- Type all assignments.
- Challenge yourself around your own creativity.
- Read through and familiarize yourself with the course packet contents.
- Email curriculum plans to the teacher at PCDC **at least** a week before they are to be presented to the children (copy the instructor on the email).

### 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.
- ★ Track your own grades
- ★ 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.

**VII. Advice**

- ✓ Start getting your measles, TB documentation and Criminal History Registry Enrollment immediately.
- ✓ Contact the teacher at PCDC at least a week before your presentation with the children. Copy me on the email: 'ED 152 – Curriculum Plan PCDC: date of presentation'. Talk to the teacher about how she can support you with your presentation..
- ✓ Be sure to you a resource for your curriculum plan and use your own words and ideas to develop it.
- ✓ Keep your self-evaluations and group evaluations to assist you in writing your learning story.
- ✓ Take photos during in-class presentations for your 'learning story'.
- ✓ Use your course packet as a resource. There is lots of helpful information in there about the class process and children's creativity.
- ✓ Show up when it's your day to present, or when your group is presenting.

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

<b>Assignments</b>	<b>Total Points</b>	<b>Your Points</b>
Observation #1: Play	50	
Reading Reflection #1	33	
Reading Reflection #2	33	
World Café Learning Invitations & Assessment	50	
Journal & Learning Story mid-way	50	
Observation #2: Dramatic Play	50	
Reading Reflection #3	33	
Curriculum Plan Draft: Music	required	
Curriculum Plan Final: Music	100	
Presentation PCDC: Music	50	
Curriculum Plan Draft - Movement	required	
Curriculum Plan Final - Movement	100	
Presentation - Movement	50	

Curriculum Plan Assessment – Movement	25	
Curriculum Plan Draft - Drama	required	
Curriculum Plan Final - Drama	100	
Presentations - Drama	50	
Curriculum Plan Assessment - Drama	25	
Team Participation	100	
Final Learning Story & presentation	100	
<i>Extra Credit – is available for those students who submit &amp; participate in, all other assignments.</i>	<i>Up to 2% added to final grade</i>	

**Assessment for music?**

**Your total points:**

Written assignments will be evaluated on the following:

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

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.

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. Please authentically evaluate yourselves. Reflections will also be considered in determining the points.

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

Late assignments will have a total of 10% deducted for each week they are late unless prior arrangements are made. No late work will be accepted after 1 pm on Friday, Week 10 of the term.

Extra credit is available for those students who complete all the assignments. Extra credit is not ‘replacement credit’ for assignments missed. Extra credit assignment will be determined between the student and the instructor.

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>  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>  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>  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>  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>  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.*

*LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.)*

## VII. Calendar

Week	Topic	Readings Due Today	Assignments Due Today
<b>1</b>	<b>Course overview; What is creativity?</b>	<b>Ch.1</b>	<b>Create a 'Turn It In' Account Setting Intentions Locate or designate a journal</b>
<b>2</b>	<b>The creative teacher; Learning Invitations</b>	<b>Ch. 2</b>	<b>Observation #1</b>
<b>3</b> <b>Create Teams</b>	<b>Play; Learning Invitations</b>	<b>Ch. 3</b>	<b>Reading Reflection #1 Documentation due for PCDC</b>
<b>4</b>	<b>Visual Arts &amp; Creating Art</b>	<b>Ch. 4 Ch. 5</b>	<b>Reading Reflection #2 'Bring Learning Invitation Materials</b>
<b>5</b> <b>World Café - Art</b>	<b>Music</b>	<b>Article: Ch. 6</b>	<b>Learning Story Outline &amp; Journal entries</b>
<b>6</b>	<b>Creative Movement</b>	<b>Ch. 7</b>	<b>Observation #2: Reading Reflection #3 Music Plan Draft</b>
<b>7</b> <b>Music in-class</b>	<b>Creative Drama</b>	<b>Ch. 8</b>	<b>Music plan – in class Movement Plan DRAFT</b>
<b>8</b> <b>Music PCDC/ In-class movement</b>	<b>Creativity across the curriculum</b>	<b>Ch. 9</b>	<b>Music PCDC &amp; Final music plan Movement Plan in class Drama Plan DRAFT</b>
<b>9</b> <b>Movement PCDC/ In-class Drama</b>	<b>Integrating the Arts</b>	<b>Ch. 10</b>	<b>Movement PCDC &amp; final Movement Plan Drama Plan in-class Music Assessment</b>
<b>10</b> <b>Drama @ PCDC</b>	<b>Recycled materials &amp; Loose Parts</b>	<b>Ch. 11</b>	<b>Drama PCDC &amp; Final Drama Plan Movement Assessment</b>

<b>11</b>	<b>Learning Story Presentations</b>		<b>Learning Story Presentation Drama plan assessment</b>
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**The instructor reserves the right to make changes in the course schedule**