EECE 250: Creative Expression in Early Childhood

Instructor: [Name]
Office Hours: [Schedule]
Contact Info: [Information]

Class time: [Time]
Location: [Location]
Telephone #: [Number]

COURSE DESCRIPTION
This course will explore play-based art and music experiences that are integrated throughout the curriculum. Focus will be placed on understanding creativity and the development of skills to assist and encourage young children to express themselves through art, music, movement, and drama during one-on-one, choice time, and large-group experiences.

Required Text:


Course Objectives:
The objectives for this course are derived from and address the Minnesota Board of Teaching standards for early childhood teaching in visual and performing arts from Minnesota Rule 8710.3000 Teachers of Early Childhood Education, Subpart 3 Subject Matter Standards, Early Childhood Education.

The teacher candidate will:
1. Understand the brain development of young children and the affect it has on their creative development. (Knowledgeable)

2. Understand and use strategies to facilitate creative expression in young children through play, music, movement, and language. (Knowledgeable, Reflective, Creative)

3. Demonstrate how to plan for and use musical instruments to enhance creative expression and movement in young children. (Reflective, Humanistic, Creative)

4. Understand how to integrate the visual and performing arts into other areas of the curriculum, such as science and social studies. (Knowledgeable, Humanistic)

5. Demonstrate ways to provide children with time, materials, and opportunities to enhance creative expression. (Knowledgeable, Humanistic)

6. Recognize the influence the environment, the schedule, the selection of materials, and the child’s development has on enhancing a young child’s creative expression. (Knowledgeable, Reflective, Humanistic, Creative)

EARLY CHILDHOOD EDUCATION STANDARDS ADDRESSED IN EECE

C. A teacher of young children in the preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(8) strategies for assessing a preprimary-aged child’s emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings;

(b) build children’s confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion;

(c) encourage children to express ideas and feelings;

(d) provide children with opportunities to use materials in self-selected and self-directed ways;

(e) use open-ended activities to reinforce positive self-esteem and individuality among children; and
(f) promote shared problem solving, creativity, and conceptual integration among children.

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(8) the central concepts and tools of inquiry for teaching visual and performing arts, including:

(a) providing primary-aged children with the time, materials, and opportunities to explore, manipulate, and create using a variety of media;

(b) providing primary-aged children with experiences producing, discussing, and enjoying various forms of the arts, including visual art, music, creative drama, and dance;

(c) enabling primary-aged children to understand how the arts represent different ways to perceive and interpret the world;

(d) promoting primary-aged children’s knowledge of various criteria for evaluating the arts; and

(e) using a variety of artistic materials and techniques for discussing, experiencing, and thinking about important and interesting questions and phenomena with primary-aged children.

Instructional Strategies:
Lecture, group discussion, project development, small group work, in-class activities, videos, and journal reflection.

Course Requirements:

1. In-Class Projects: (10 %) Throughout the course, several creative expression activities will be experience in class. Students must be present in order to take advantage of the learning that will occur through these experiences. Active participation in these activities will require out of class preparation such as completing assigned readings or securing identified materials. Projects will include:

   a. Creativity House—Sculptures made with recycled materials such as cardboard boxes, cardboard rolls, woodblocks, or other supplies (Standard addressed C8d) - Week 3
b. **Making instruments** – Clay Pods - Percussive Pods Lesson Plan (YouTube)  
   (Standards addressed C8a; C8b) - Week 11  

c. **Making puppets** – A variety of finger puppets, hand puppets, and paper plate puppets will be constructed in class.  
   (Standards addressed C8b; C8c) – Week 13  

d. **Making Sculptures** out of play dough, clay and other sculpting materials –  
   (Standard addressed C8d)

2. **Quizzes/Exams:** **(20%)** There will be three quizzes / exams in the course. A midterm and a final.  
   (Standards assessed D8a, D8d) Week 6, 8, and 16

3. **Creativity Self-Examination:** **(5%)** Observe yourself this week. Keep track of your creativity for one week. Record this in your journal. Describe a creative experience that you had and list the aspects of the experience that qualifies it as creative. - Week 2

4. **Musical Instrument Activity (10%)** with young age children. After completing an in-class project of creating a musical instrument, students will practice strategies learned by creating a musical instrument with a young child. Using a variety of materials, students will help the child develop and sustain curiosity about the world including understand the past, present and future and the relationship between the materials and the musical instrument created. Students will submit a captioned photo documentation of the process used to create the instrument with the young child. (Standards assessed C8a) - Week 16

5. **Music and Movement Activity Resource File (10%)** Demonstrate competency in designing music and movement activities for young children that encourage children to express their ideas and feelings. Collect resources for music and movement activities to use with pre-primary and primary-aged children. Your collection of 18 – 20 pieces needs to include various: age groups, cultures, musicians, themes and categories. (Standard assessed C8c) – Week 13

6. **Creative Arts Center (25%)**: In order to provide children with opportunities to use materials in self-selected and self-directed ways, design an inexpensive storage shelf using small recyclable containers to hold materials for a creative arts center. As you collect containers decide how you will professionally prepare the containers to assure durability, accessibility, efficiency or organization, and attractiveness. Hand in a two page, double-spaced paper explaining how your creative arts center will provide open-ended activities to reinforce positive self-esteem and individuality among children and how you will promote shared problem solving, creativity, and conceptual integration among children. Explain how your creative arts center will help you in designing experiences that encourage children to express their ideas and their feelings. (Standards assessed C8b; C8d; C8e; C8f) – Week 8
7. **Story Dramatization (20%)** - In small groups in class, students will create a story dramatization of a story common in many cultures. This will include analysis of children’s picture books and the art included within. This will also include the creation of a script, costumes, and backdrops, and props necessary for the in-class enactment of created drama. The in-class story dramatization will include multiple visual and performance arts techniques and practices. Each student will submit a reflective paper that addresses several aspects of the experience. See addendum for more details. (Standards assessed D8b; D8c; D8e).

– Week 10

Note: Please see Assignment Descriptions Addendum at the end of the syllabus for more detailed information on assignments. Please see schedule for assignment due dates.

**Grading**

Grades will be based on the total number of points earned in the class. The grading scale follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
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<tr>
<td>B</td>
<td>82 - 91%</td>
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<tr>
<td>C</td>
<td>72 - 81%</td>
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<tr>
<td>D</td>
<td>62 - 71%</td>
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<tr>
<td>F</td>
<td>61% and below</td>
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**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | Introductions  
What is creativity? Creativity - process or product??? | Art / Creative Dev.  
Chapter 1 |
| 2    | Developing Children’s Curiosity and Creative Thinking:  
Obstacles to Creativity – Divergent or Creative Thinking  
Right Brain and Left Brain Thinking  
How do adults facilitate children’s creative expression and Multiple Intelligences | Art / Creative Dev.  
Chapter 2  
Assignment #3  
Creative Self-Exam | Instructed: C8a |
| 3    | Strategies to Facilitate Young Children’s Creativity  
Analysis of Children’s Creative Expression Projects  
Expressing Creativity through Play, Language, Music and Movement | Art / Creative Dev.  
Chapter 3  
Assignment #1.a.  
Creativity House | Instructed: C8b, C8c, D8b |
| 4    | Development and Environmental Influences  
What would the perfect art center look like?  
Materials used for sculpting | Art / Creative Dev.  
Chapter 4 & 13  
In-class Assignment-1.2. |

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<thead>
<tr>
<th></th>
<th>Theoretical Area</th>
<th>Course/Assignment</th>
<th>Instruct/Disclosed</th>
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Chapter 5, 6 and 7 | Instructed: D8d                           |
| 6 | The Importance of Arts Education: What to include in an EC Arts program. Quiz – Criteria for evaluating the arts. | Art / Creative Dev.  
Chapter 8 and 9 | Assessed: D8d                               |
Chapter 10  
Chapter 13 | Instructed: C8b, C8d, C8e, D8a, D8b |
| 8 | Critique the use of food in art. Teacher’s Role. Creative Thinking, Problem Solving and Conceptual Integration. Midterm. | Art / Creative Dev.  
Chapter 11 & 15  
Assignment #6 – Creative Arts Center | Instructed: C8d, D8a  
Assessed: C8b, C8d, C8e, C8f, D8a, D8d |
| 9 | Integrating Arts Across the Curriculum. Importance of cultural influences. | Art / Creative Dev.  
Chapter 12, 13 & 15  
In-class Story Dramatization | Instructed: C8f, D8c, D8e |
Chapter 16  
Story Dramatization Assignment Due | Assessed: D8b, D8c, D8e |
| 11 | Movement, Music and Creativity in Children’s Development. Brain development and concepts learned through music - Gessell Institute Music Video. | Exp. In Movement  
Chapter 1 & 3  
In-class instruments – Assignment 1.b. | Instructed: D8b |
| 12 | Role of the early childhood educator for musical nurturing of young children. | Exp. In Movement  
Chapter 5 and 6 | Instructed: C8f |
| 13 | Creative experiences in music and movement. Songs, Finger plays, Chants, Puppets. | Exp. In Movement  
Chapter 7  
In-class assignment 1.c. – puppets  
Assignment #5 Music and Movement Act. Resource File Due | Assessed: C8c |
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<tr>
<td>14</td>
<td>Guided discovery and exploration</td>
<td>Exp. In Movement Chapter 8</td>
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<tr>
<td>15</td>
<td>Creating and maintaining positive learning environments for music - Using music for transitions</td>
<td>Exp. In Movement Chapter 9 and 11</td>
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<td>16</td>
<td>Planning Curriculum across Cultures and Subject Matters</td>
<td>Exp. In Movement Chapter 10 Assignment #4 Musical Instrument Activity</td>
<td>Assessed: C8a</td>
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**Course Policies**

**Class attendance:** Class attendance is strongly encouraged. Along with the lecture, information for exams and assignments will be given in class, so accumulated absences will surely affect one’s grade. Students who miss class are responsible for obtaining course notes, data, and other missed materials from a classmate. If you miss an in-class activity, for whatever reason, you are not allowed to make it up. Papers/projects handed in late will receive a reduced grade.

**Email, Computer Backup, and Electronic Submission Policy** – Due to the nature of the assignments all work is submitted in class.

**Special Accommodations:** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Director of Disability Services at 477-4318 (Voice) or 1-800-627-3529 (MRS/TTY), Flora Frick 154 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Office hours:** Students should feel free to come by to discuss classroom topics or for clarification of or feedback on assignments. The instructor can also be reached by phone or email, and appointments can be scheduled outside office hours. It is best to seek help on assignments and class material as early as possible.

**Maintaining academic honesty:** Plagiarizing, inadequately citing, or cheating on exams or assignments will not be tolerated!

**CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT**

*MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.*
Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and non-linguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness,
excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.