



ECHE 3325: Creative Arts for Educators Spring 2018

ECHE 3325 is a required course for the BS/ IDS/ EC-6 Core programs

College of Education,
Department of Language, Literacy & Special Populations

Instructor: Dr. Diana Nabors
Garrett Teacher Education Center 135 B
P.O. Box 2115/ Huntsville, Texas 77341
936-294-3950 – office
dnabors@shsu.edu

Office hours:

8:00 – 9:00 Mondays and Wednesdays, The Woodlands
1:30 – 2:30 Tuesdays, Huntsville
11:00 – 3:00 Wednesdays, email
Other times, online and by appointment

Class Format: Lecture with in class participation in creative arts

Class day and time: Mondays, The Woodlands Center room

Class location: TWC 230

Course Description: This course is designed to explore the underlying concepts of art, music, dramatic interpretation, theater, dance and movement. Students learn to integrate these artistic expressions throughout the early childhood curriculum. Prerequisite: None. Credit 3.

Textbook:

Required:

Isbell, R. T. & Raines, S. C. (2013). *Creativity and the Arts with Young Children (3rd ed.)*. Belmont, CA: Wadsworth, Cengage Learning.

Course Objectives: The following objectives will be met during this course.

Students will be able to:

1. Identify, define and explain, creative thought and expression as it applies to the learning and development of young children;
2. Understand and demonstrate the principles of art, music, drama, theater, dance and movement to enhance the knowledge and skills of child's creative expression;
3. Identify, define and demonstrate a variety of art, music, drama, theater, dance and movement activities appropriate for young children with varied learning needs;
4. Identify and define important historical and cultural works of art music drama, theater, dance and movement and
5. Understand and convey the skills necessary for analyzing, interpreting and evaluating works of art, music, drama, theater, dance and movement and creative expression.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at the following links

Course Content Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards EC-6 Generalist TExES NAEYC Standards DDP NETS Conceptual Framework ACEI Standards
Identify, define and explain, creative thought and expression as it applies to the learning and development of young children	Artistic demonstration, portfolios. Quizzes, discussions	Art Portfolio, presentation rubric, quiz grades,	Art V, Music VII, PE IV 5 a, b, c 9, 10 3, 6 CF 5 2.5-2.7
Understand and demonstrate the principles of art, music, drama, theater, dance and movement to enhance the knowledge and skills of child's creative expression;	Artistic demonstrations, integration presentation/project & Portfolio and class presentation	Portfolio rubrics Class presentation rubric Integration project	V. 005. B. C. F. I. 5 a, b, c 8, 9, 10 3, 6 CF 1, 5
Identify, define and demonstrate a variety of art, music, drama, theater, dance and movement activities appropriate for young children with varied learning needs;	Discussion, presentations, Quiz & Portfolio	Portfolio Rubrics artistic demonstration, integration lesson plan and project	V. 004. A. B. D. E. F. G. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
Identify and define important historical and cultural works of art music drama, theater, dance and movement an	Quiz & Portfolio	Portfolio Rubrics – Integration presentation and project, quizzes	V. 004 B. E. f. G, H, I, 5 a, b, c 9, 10 3, 6 CF 1, 5 1.0, 2.5-2.7
Understand and convey the skills necessary for analyzing, interpreting and evaluating works of art, music, drama, theater, dance and movement and creative expression	Portfolio and class presentation, discussions	Portfolio Rubric Presentation Rubric, integrated lessons	V. 002. A.C. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7

Standards

Required Program Standards (SPA – ACEI) <http://www.acci.org/programs-events/ncate.html>

NAEYC standards:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm

State Standards/Competencies for certification

<http://www.tea.state.tx.us/index2.aspx?id=5938>

Diversity and Disposition Proficiencies

Conceptual Framework Alignment [CF—Conceptual Framework Indicator](#)

ISTE NETS*S Technology Standards (for technology integrated curriculum)

NETS*S – ISTE NETS Technology Standards for Students

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, drama, etc.)

Course/Instructor Requirements:

Late assignment policy: Assignments are expected to be submitted at the beginning of class on due date noted on the course calendar, unless another date is posted. Late assignments will result in point deductions. (One-point deduction after the beginning of class and an additional point per day if it is submitted after the due date).

Time requirement: This is a 3-hour credit course. Each week the student will spend 3 hours a week in class and an additional 4-9 hours a week reading, studying, and preparing for the class.

Attendance policy: Each class session is important to your understanding of the course content. This course is 3 hours in length. Students may not miss more than three hours (2 class sessions) during the semester. **10 points** are deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period.

Regular and punctual attendance is expected. This is a “hands-on” course. Many of the instructional techniques are demonstrated in class and debriefed during large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of Early Education. Excessive absence situations will be addressed on an individual basis.

Assignments and grading: Work is to be submitted to the course basket, presented in class and/or electronically to the appropriate drop box. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1-point deduction will result. A TK-20 submission is part of this course. **Failure to submit portfolio to TK-20 will result in a letter grade drop.**

TK20 Account is required for this course:

TK20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

SHSU Online and Blackboard Information: All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. **Microsoft Office** is the

preferred operating system for opening and creating documents (PowerPoints and Word documents).
Feedback will be provided using “track changes” - all markup.

Course Content: ECHE 3315 is an early childhood course designed to prepare pre-service educators for working with young children preschool through fourth grade. Students will focus on the five core aspects of creative expression: (1) arts and crafts, (2) creative writing and poetry, (3) dance and creative movement, (4) drama, and (5) music.

Course Outline

Assignments

- Artistic demonstration – 30 points (individual assignment with presentation)
- Portfolio component sharing – 20 points (individual presentation)
- Art Portfolio – 50 points (individual compilation with reflective narrative)
- Music Portfolio – 50 points (individual compilation with reflective narrative)
- Movement/Drama Portfolio – 50 points (individual compilation with reflective narrative)
- Chapter information Checks – 4 @ 20 points - 80 total (individual quiz)
- Discussion board – 30 points (3 discussion board topics at 10 points each)
- Integrating the Creative Arts across the curriculum– 30 points – (Group project/Presentation)
- Professionalism & Class Participation – 10 points
- Final Exam – 50 points

Grades: The course is based on a 400 point scale.

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

Extra Credit Points – For this course you may earn up to **20 extra credit points (maximum)**.

1. Attendance in a professional development training (face to face) **1 point per training hour** Educational/Teaching/Professionalism Content, **2 points per training hour** for ECHE content.
2. Enrollment/verification of ECHE professional organization – 5 points for membership – 10 points for verified active involvement.
3. Additional opportunities may be placed on blackboard throughout the semester.

Schedule for the semester

Class Date	Topics/Required Readings -Read before class on this date	New Assignments	Assignment Due Dates -Due at the beginning of class on this date
Monday, January 22	Class expectations/Assignments Sign up for presentations and groups Chapter 1: Creativity	Syllabus and assignment schedule uploaded Discussion Board #1 opens Art Portfolio sharing uploaded Art Portfolio Assignment uploaded	Read and bring in a copy of syllabus What is Creativity?
Monday, January 29	Chapter 1: Creativity Chapter 2: The Creative Teacher		Discussion Board #1 10 points
Monday, February 5	“Guidelines for Developmentally Appropriate Practice” p.16 in Copple and Bredekamp book (uploaded to BlackBoard) Chapter 2: The Creative Teacher	Quiz 1 opens Art Skill Demonstration Assignment uploaded	Art Portfolio Share 1-4 – 20 points
Monday, February 12	Chapter 3: The Role of Play	Discussion #2 opens	Quiz #1 – Chapters 1 & 2 20 points Art Portfolio Share 5-8 – 20 points
Monday, February 19	Chapter 4: Understanding the Visual Arts		Discussion Board #2 - 10 points Art Skill Demonstration – 1, 3 – 30 points
Monday, February 26	Chapter 4: Understanding the Visual Arts	Quiz #2 opens Music Portfolio sharing uploaded Music Portfolio Assignment uploaded	Art Skill Demonstration 4-6 – 30 points
Monday, March 5	Chapter 5: Creating Art	Music Skill Demonstration Assignment uploaded Discussion #3 opens	Art Skill Demonstration 7-9 – 30 points Quiz #2 - Chapters 3 & 4 20 points
Monday, March 12	Spring Break – no class meeting		
Monday, March 19	Chapter 6: Music		Art Portfolio submission 50 points Music Portfolio Share 1-4 – 20 points Discussion Board #3 10 points Music Skill Demonstration 1-3 – 30 points
Monday, March 26	Chapter 6: Music	Quiz #3 opens Movement/Drama Portfolio sharing uploaded Movement/Drama Portfolio Assignment uploaded	Music Portfolio Share 5-8 – 20 points Music Skill Demonstration 4-6 – 30 points
Monday, April 2	Chapter 7: Children in Motion	Movement/Drama Skill Demonstration Assignment uploaded Integrated Teach Assignment uploaded	Music Skill Demonstration 7-9 – 30 points Quiz # 3 Chapters 5 & 6 20 points Movement/Drama Portfolio Share 1-4 – 20 points Music Portfolio Submission 50 points

Monday, April 9	Chapter 8: Creative Drama	Quiz #4 opens	Movement/Drama Skill Demonstration 1-3 – 30 points Movement/Drama Portfolio Share 5-9– 20 points
Monday, April 16	Chapter 8: Creative Drama		Movement/Drama Skill Demonstration 4-6 – 30 points Quiz # 4 Chapters 7 & 8 20 points
Monday, April 23	Chapter 10: Integrating the Art	Final Exam information uploaded	Movement/Drama Skill Demonstration 7-10 – 30 points Integration Teach Group 1 – 30 points Integration Teach Group 2 – 30 points
Monday, April 30	No class meeting – See online assignment Final Exam uploaded		Movement/Drama Portfolio submission - 50 points Upload all TK-20 assignments.
Monday, May 7	Final Exam Throughout course		FINAL EXAM 50 points Professionalism/Class Participation 10 points
			Total: 400 points

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time.
 - Technology during exams: Quizzes and exams in this class are through blackboard, with time limitations.
 - Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class rime, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the



emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.

- **Visitors in the Classroom:** Only registered students may attend class. This includes electronic sharing of course information. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance: Each class session is important to your understanding of the course content. This course is 3 hours for each week. Students may not miss more than three hours (2 class sessions) during the semester. **10 points** will be deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period. Regular and punctual attendance is expected. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of early education. Excessive absence situations will be addressed on an individual basis.

Course Expectations:

Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm, professionalism and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

Bibliography – additional readings or websites may be placed on Blackboard, as needed to promote student success.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs

([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.