Creativity and the Arts in Early Childhood

EEC 6304
Spring 2017
Thursday 9:35-12:35
Room 2327 Norman Hall

Professor:  Kristen M. Kemple, PhD
Office:  Norman 1345N
E-mail:  kkemple@coe.ufl.edu (please include EEC 6304 in subject line)
Office hours:  Thursday 12:45-1:45 and Wednesday 2:45-3:45

Course Objectives

Students will:

- Learn how to create curriculum which encourages the development of young children’s creative expression and aesthetic awareness, with particular emphasis on visual arts and music.
- Learn how to use teaching strategies which encourage the development of young children’s creative expression and aesthetic awareness, with particular emphasis on visual arts and music.
- Become familiar with theory, philosophy, and research relevant to creativity, the arts, and aesthetics in early childhood education.
- Develop understanding of the creative process within themselves and have opportunity to expand their personal artistry and creativity.
- Gain knowledge about the content, learning experiences, and skills which make up the national standards in arts education.
Required Readings


Further readings may be assigned at the professor’s discretion

Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due</th>
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<tr>
<td>Read-Along-With-Raffi Project</td>
<td>200</td>
<td>2/25*</td>
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<tr>
<td>Pass-It-On Workshop</td>
<td>300</td>
<td>Variable**</td>
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<tr>
<td>Personal Growth Project</td>
<td>150</td>
<td>3/31***</td>
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<tr>
<td>Article Manuscript</td>
<td>150</td>
<td>4/25****</td>
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<tr>
<td>Attendance, preparedness, &amp; participation</td>
<td>200</td>
<td>Weekly</td>
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**TOTAL** 1000 points


* Selected song title due on 1/28
** Two annotated sources for your workshop are due on 2/4
*** One paragraph description of intended project due 2/4
**** One paragraph description of intended article manuscript due 2/11, tentative outline due 2/25
Brief Assignment Descriptions

Read-Along-With-Raffi Project: You will select a song recorded by children's songwriter and performing artist, Raffi, and turn it into a song picture book for use with young children. You will write a brief paper describing the usefulness of song picture books in general, and of your book in particular. Further details are provided on page 7 of this syllabus. Your selected song title is due on 1/28. The completed project is due on 2/25.

Pass-It-On workshop: This project is to be done in pairs. You will select from a list of workshop topics, and will plan a professional development workshop suitable for an audience of early childhood teachers. You will present your workshop plan to the class, and involve the class in some hands-on component of your workshop. Further details are provided on page 8 of this syllabus. Due on assigned date, according to topic.

Personal Growth Project: You will create an experiential project for yourself, designed to enhance your own personal artistry and creativity. Further details are provided on page 9 of this syllabus. The brief paper describing your project is due on 3/31 (one paragraph description of your intended project due 2/4).

Article Manuscript: Approximately 1500-2000 words. This may be done singly, or in pairs. Details will be discussed in class. A one paragraph description of your intended article manuscript is due on 2/11. The completed manuscript is due by 5 PM on Monday 4/25.

Attendance, Preparedness and Participation (APP): Attendance, attention, alertness, and active thoughtful participation in all class sessions is expected. If you are absent once, the absence will not count against your grade. Each subsequent absence, regardless of reason, will result in deduction of 10 points from your 200 point attendance/participation grade. You will often be given homework assignments. Each of these homework assignments that is not submitted in class, on time, or that is deemed inadequate, will result in deduction of 10 points from your APP grade. The remainder of the attendance/participation grade is based on observation of the quality of your in-class participation, and occasional in-class reflective writings.

Course Policies

Attendance Policy

The Unified Early Childhood Proteach Program (UEC) is designed to prepare students for the teaching profession, and therefore supports and guides students to acquire habits and skills that will facilitate their successful entry into the profession. The attendance policy adopted for this course supports these goals. Students are expected to attend and participate in all class meetings.

- Students are expected to attend every class session.
- Students are expected to arrive on time and to remain for the entire class period.
- Participation in group activities and discussion in class are expected.
- There will be no make-ups for missed quizzes, in-class reflections or in-class assignments.
- Students are responsible for all information presented in the course regardless of an absence. It is not the responsibility of the instructor to provide the student with this information or materials distributed in class. You may request to obtain these from a class member.
- If you must be absent, your first absence will not count against you. Any subsequent absences will result in deduction of points from your APP grade, regardless of reason for the absence.

UF Attendance Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Policy Concerning Accommodations for Students with Disabilities

The professor respects human diversity and provides equal opportunity and treatment regardless of race/ethnicity, gender, disability, religion, sexual orientation, or age. Any individual needing specialized assistance due to a disability should inform the professor during the first week of class. Please bring your letter from the UF Dean of Student’s Office (http://www.dso.ufl.edu/drc) with you when you come to discuss your needs. Every effort will be made to ensure that appropriate accommodations are made.

Honesty Policy

The University’s policy on academic honesty and plagiarism will be in effect for all tests and assignments. As a result of completing registration at the University of Florida, every student has signed the following statement:

“I understand that the university of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: http://www.dso.ufl.edu/sscr/honorcodes/conductcode.php

Policy Regarding Late Assignments

Homework and other assignments are due in class on the date indicated. Late homework assignments will not be accepted for credit. Other assignments will receive a deduction of 10 points for each day they are late, without exception.

Email Communication

Emails to the instructor must include the course number, EEC 6304, in the subject line. This will help me to readily recognize your communications.

Cell phones

Class time is sacred time. Please turn off your cell phone before class starts. You may check your phone during breaks and before/after class (exceptions will be made in cases of emergency, where prior approval from the instructor has been obtained).

Counseling and Student Health

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575, 3190 Radio Road. Visit their web site for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789, http://crisiscenter.alachua.fl.us/ Other helpful resources include Gator Wellness, 3190 Radio Road, (352) 273-4450 http://gatorwell.ufsa.ufl/Alcohol-and-other-drugs.aspx and the Student Health Care Center (352) 392-1161 www.shcc.ufl.edu/geninfo.shtml.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1/7</td>
<td>Intro to Course</td>
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| 1/14 | Intro to Creativity          | *Read:* Jalongo and Riblett: Using song picture books to support emergent literacy  
          | *Read:* Isbell & Yoshizawa Ch. 1: What is Creative thinking and why do we need it now? |
| 1/21 | More Creativity              | *Read:* Isbell & Yoshizawa Ch. 2: Understanding the creative process  
          | *Read:* Ayers Ch. 1 “Imagine”                                            |
| 1/28 | Creativity, the Creative Teacher, the Creative Child | *Read:* Isbell & Yoshizawa Ch. 3: The environment: A look inside classrooms that inspire creativity  
          | *Read:* Isbell & Yoshizawa Ch. 4: Characteristics of creative children and adults  
          | *Due:* Title of your Read-along-with-Raffi song                           |
| 2/4  | Play and Creativity          | *Read:* Isbell & Yoshizawa Ch. 6: The role of play in creativity  
          | *Read:* Ayers Ch. 2 “Where do we come from?”                             |
|      |                              | *Due:* 1 paragraph description of your personal growth project          |
|      |                              | *Due:* Two annotated sources for your Pass-it-on workshop               |
| 2/11 | Play and Creativity          | *Read:* Isbell & Yoshizawa Ch. 7: Extending thinking with materials  
          | *Read:* Ayers Ch. 3 “What are we?”                                      |
|      |                              | *Due:* 1 paragraph description of your article manuscript               |
| 2/18 | Understanding the Visual Arts| *Read:* Isenberg & Jalongo, Ch: 3: Promoting children’s art               |
|      |                              | *Read:* Ayers Ch. 4 “Where are we going?”                               |
| 2/25 | Creating Visual Art          | *Read:* Isbell & Yoshizawa Ch. 8: Displaying and documenting children’s work  
          | *Read:* Ayers Ch 5: “Be realistic” and “A few essential additions”        |
|      |                              | *Due:* Read-Along-With-Raffi assignment (book and paper)                |
Due: Tentative outline of your article manuscript

3/3  Spring Break 😎😎😎

3/10  Pass-It-On workshops: Visual Arts

1) .......................................................... ..........................................................
2) .......................................................... ..........................................................
3) .......................................................... ..........................................................

3/17  Understanding Music (guest speaker)

Read: Isenberg & Jalongo, Ch. 4: Engaging children in music, movement, and dance

3/24  Pass-It-On workshops: Visual Arts

1) .......................................................... ..........................................................
2) .......................................................... ..........................................................
3) .......................................................... ..........................................................

3/31  Music play

Read: Kemple, Batey, & Hartle: Music play: Creating centers for musical play and exploration

Read: Isbell & Yoshizawa Ch. 9: Expanding the community of support

Due: Personal Growth Project

4/7  Pass-It-On workshops: Music

1) .......................................................... ..........................................................
2) .......................................................... ..........................................................
3) .......................................................... ..........................................................

4/14  Pass-It-On workshops: Music

Read: Isbell & Yoshizawa Epilogue

1) .......................................................... ..........................................................
2) .......................................................... ..........................................................
4/25 Monday (No class)

Due: Article manuscript, by 5 PM

Reading-with-Raffi Project
This project is to be done individually. You will:


2) Select a Raffi song, keeping in mind the criteria that contribute to a good song picture book. Most Raffi recordings are available through amazon-com and through Rounder Records ([www.rounder.com](http://www.rounder.com)). Most are also available in our Alachua County Public Libraries ([www.acld.lib.fl/us](http://www.acld.lib.fl/us)) and in local music and book stores. You may also be able to access them on YouTube or through other online venues.

3) Turn the song into an illustrated book suitable for sharing with young children (birth to age 8). YOU create the illustrations. You DO the art...get your hands dirty! These illustrations can be drawings, paintings, collage, photography (no computer clip art, please, unless it is incorporated into mixed media collage). Illustrations can be realistic or abstract. They can look like “kid art” if you choose. Do something with which you are comfortable and have fun! You do not need to spend a lot of (or any) money on this project.

4) Write a brief (2 – 3 page double-spaced) paper justifying your project. Please include the following: (1) Why did you select this song? (I am looking for educational/developmental reasons, not just personal reasons, for your selection). (2) How might you make good use of this book in a classroom with young children? (3) As a result of doing this project, what did you learn (for example: about yourself, about art, about music, about creativity, about literacy, about teaching young children...?)

Raffi albums for children include:

- Singable songs for the very young
- Let’s play
- Baby Beluga
- Bananaphone

- One light/one sun
- The corner grocery store
- Raffi radio
- Rise and shine

- More singable songs
- Country goes Raffi
- Everything grows
- Evergreen everblue
Want to know more about Raffi? Visit www.raffinews.com
Pass It On Workshop Project:
Teaching Other Teachers

You will do this project in pairs.

Purpose:

The purpose of this assignment is to plan a two-hour professional development workshop that could be used to teach a group of early childhood teachers about some aspect of providing high quality arts experiences for young children. You and your partners will select a topic from those listed below. You will research your topic, decide what you want to teach EC teachers about this topic, & then develop & share a plan for doing so.

The assignment will consist of:

Annotated bibliography of 5+ resources. Use the summarize/assess/reflect format at https://owl.english.purdue.edu/owl/resource/614/01/ (be prepared to turn in two of your references, with annotations, by 2/4)

Workshop plan, approx. 5 pages using a modified Path-Wise format (modify as you see fit) (due date of presentation)

1-2 page handout for class members (due date of presentation). This should provide enough information that classmates will be able to use and expand on your ideas in their own classrooms.

45-minute in-class “presentation”. This will include (a) a brief power-point overview of your 2-hour plan, (b) teaching some of the most essential information about your topic, plus (c) a substantial “hands-on” experiential component. Get us involved!

Topics from which to choose:

- Kids ‘n clay
- Emulate the great! From Picasso to Eric Carle
- Trash to treasure
- Art in 3-D
- Can young children be art critics? Art appreciation for early childhood
- Click-it: Engaging young children in photographic art
- Move with the music: Fingers to feet
- Teach-a-Tune: How to teach songs to young children
- Piggy back, echo, and zipper songs
- Using recorded music with young children: A guide for non-musicians
- Music, math, and the ABC’s
- Read all about it: Children’s books about music and art
Personal Growth Project

This project is to be done individually.

You will design an experiential project to develop the creative and artistic potential within yourself. There is a great deal of freedom and latitude in how you may approach this assignment, but there are also some strict parameters! Your project must be focused on the development of your own artistic skills and the development of your own creativity.

The project you design for yourself must allow you to do all of the following:

- Do something that is NOT part of your regular routine
- Be risky, either in thought or in action
- Experience enjoyment

The project you design for yourself must be experiential and directly related to engagement in at least one of the following art forms:

- Music
- Dance
- Visual art
- Literary art
- Drama

In addition, the project must be designed to help you do at least one of the following:

- Overcome personal barriers to creativity
- Increase the fluency of your creative behavior
- Increase the flexibility of your creative behavior
- Increase the originality of your creative behavior.

You will write a 2-3 page (double-spaced) report, which describes your project (what you did) and describes the result (what you learned and how you grew as a result of the project). Your paper should also explain how the project is relevant to personal artistry and creativity, by incorporating relevant information you have learned in the course. Show me what you have learned!
Professional Writing:  
Practical Article Manuscript Assignment

This assignment may be done individually, or in pairs.

For this assignment, you will write a brief manuscript that could be suitable for submission to a refereed practical journal read by early childhood teachers*.

Your article should...

(1) be about some aspect of the arts and/or creativity as these relate to young children (anywhere from birth to age 8)
(2) be about 1500 to 2000 words in length
(3) be written according to APA style
(4) include at least 5 references

If you wish, you may choose to write the article based on your Pass-it-on Workshop, or something closely related to that (that would probably be the easiest way to do this assignment!)

*Examples of such journals include Childhood Education, Young Children, Teaching Young Children, and Dimensions of Early Childhood.

Due dates:

2/11: One paragraph description of your intended manuscript
2/25: Tentative outline of your intended manuscript
4/25: Completed manuscript