Creativity and the Arts in Early Childhood

EEC 6304
Spring 2020
Thursday 9:35-12:35
Room 1-251 Norman Hall

Professor: Kristen M. Kemple, PhD
Office: Norman 1-306 (in Anita Zucker Center)
E-mail: kkemple@coe.ufl.edu (please include EEC 6304 in subject line)
Office hours: After class, and by appointment if needed.

Course Objectives

Students will:

- Create curriculum which encourages the development of young children’s creative expression, aesthetic awareness and skills, with particular emphasis on visual arts and music
- Use teaching strategies which encourage the development of young children’s creative expression, aesthetic awareness and skills 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
Required Readings

To purchase:


Available on canvas site:


Course Requirements

Raffi Project*  OR  Article Manuscript**  200 points  Due: 2/27* OR 4/16**
Pass-It-On (PIO) Workshop  300 points  Due: Variable
Personal Growth Project  100 points  Due: 4/16
Repurpose Project Field Trip Paper  100 points  Due: 2/6
Harn Museum Field Trip Paper  100 points  Due: 3/26
“Teaching with Conscience” Reflection Paper  100 points  Due: 4/9
Attendance, preparedness, & participation  100 points  Weekly

TOTAL  1000 points


Brief Assignment Descriptions

Reading—With—Raffi Project: This project is to be done singly. 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 8 of this syllabus. Your selected song title is due on 1/23. The completed project (book & paper) is due on 2/27.

Article Manuscript: Approximately 1500-2000 words. This may be done singly, or in pairs. Further details are provided on page X of this syllabus. A one paragraph description of your intended article manuscript is due on 2/13, and the tentative outline of your manuscript is due on 2/27. The completed manuscript is due on 4/16. Further details are provided on page 11 of this syllabus.

Pass-It-On (PIO) 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 9 of this syllabus. Due on assigned date, according to topic. Two annotated sources for your project are due on 2/6 (visual arts topics) or 3/12 (music topics).

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 10 of this syllabus. The brief paper describing your project is due on 4/16 (one paragraph description of your intended project due 2/6).

“Teaching with Conscience” Reflection Paper: You will write a reflection paper describing how this book has influenced your thinking with regard to teaching contents related to the arts and creativity. Further details will be provided later in the semester. This paper is due on 4/9.

Two Field Trip Reflection Papers: You will take a field trip to the Repurpose Project and a field trip to the Harn Museum of Art. I have provided class time for you to make these field trips, though you don’t actually have to go on that particular date. One week after the date allowed for each field trip, you will turn in a reflection paper based on the instructions for each field trip (papers due 2/6 and 3/26). Instructions for each field trip are provided on pages 12 and 13 of this syllabus.

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 100 point attendance/participation grade. You may be given occasional 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. There will occasionally be in-class writings based on your assigned readings. Each of these writings that is deemed inadequate, will result in deduction of up to 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.
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](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](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/sccr/honorcodes/conductcode.php](http://www.dso.ufl.edu/sccr/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 should include the course number, *EEC 6304*, in the subject line. Please remember to do this; It 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.

Course evaluations (included per University policy beginning Fall 2019)

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.”
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Details</th>
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<tr>
<td>1</td>
<td>1/9</td>
<td>Intro to Course &amp; Intro to Creativity</td>
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<td>2</td>
<td>1/16</td>
<td>More Creativity</td>
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<td><strong>Read:</strong> Isbell &amp; Yoshizawa Ch. 1: What is creative thinking and why do we need it now?</td>
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<td><strong>Read:</strong> Barclay: Using song picture books to support early literacy development</td>
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<td><strong>Read:</strong> Mueller: Enhancing young children's literacy &amp; musical skills through picture books.</td>
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<td><strong>Due:</strong> Topic choices and partner selection for PIO assignment</td>
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<td>3</td>
<td>1/23</td>
<td>Even More Creativity</td>
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<td><strong>Read:</strong> Isbell &amp; Yoshizawa Ch. 2: Understanding the creative process.</td>
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<td><strong>Read:</strong> Ayers Ch. 1: Imagine</td>
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<td><strong>Due:</strong> Title of your Reading with Raffi song</td>
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<td>4</td>
<td>1/30</td>
<td>Field Trip to The Repurpose Project</td>
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<td><strong>Read:</strong> Sear: Why loose parts?</td>
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<td><strong>Read:</strong> Church, E.B: Inventing together</td>
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<td><strong>Read:</strong> Eckhoff &amp; Spearman: Rethink, reimagine, reinvent</td>
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<td>5</td>
<td>2/6</td>
<td>The Visual Arts: Understanding (class from 9:35-11:30, Visual Arts PIO meetings 11:30-12:30)</td>
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<td><strong>Read:</strong> Isenberg &amp; Jalongo, Ch. 3: Promoting children’s art</td>
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<td><strong>Read:</strong> Ayers Ch. 2: Where do we come from?</td>
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<td><strong>Due:</strong> Repurpose Project Field Trip Paper</td>
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<td><strong>Due:</strong> 1 paragraph description of your personal growth project</td>
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<td><strong>Due:</strong> 2 annotated sources for your pass-it-on project (visual arts groups)</td>
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<td>6</td>
<td>2/13</td>
<td>The Visual Arts: Creating</td>
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<td><strong>Read:</strong> McWilliams et al: Art play</td>
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<td><strong>Due:</strong> 1 paragraph description of your article manuscript</td>
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<td>2/20</td>
<td>Pass-It-On workshops: Visual Arts and Guest Speaker</td>
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<td><strong>Read:</strong> Ayers Ch. 3 “What are we?”</td>
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<td><strong>Read:</strong> Eckhoff: Meaningful art and aesthetic experiences</td>
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<td>8</td>
<td>2/27</td>
<td>Pass-It-On workshops: Visual Arts</td>
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<td><strong>Share:</strong> Reading with Raffi Books</td>
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<td>3/5</td>
<td>Spring Break ☺ ☺ ☺</td>
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<td>3/12 (week of)</td>
<td>Reggio Emilia</td>
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<td>Music PIO Meetings 11:30-12:30 3/12 Dr. Kemple’s office</td>
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<td>Guest speaker TBA (outside of class time)</td>
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<td>Read: Ayers Ch 5: “Be realistic” and “A few essential additions”</td>
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<td>Read: Gandini: Fundamentals of the Reggio Emilia approach to ECE</td>
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<td>Read: Harcourt: Nothing without Joy: The Key Principles of the Reggio Emilia approach</td>
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<td>Read: Kim &amp; Darling: Shades of pink</td>
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<td>Due: 2 annotated sources for your pass-it-on project (music groups)</td>
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<td>11</td>
<td>3/19</td>
<td>Field Trip to the Harn Museum of Art</td>
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<td>Read: Eckoff: The importance of art viewing experiences in EC visual art</td>
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<td>Read: Giles &amp; Vitulli: Artful building</td>
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<td>Read: Danko-McGhee: Nurturing aesthetic awareness in young children</td>
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<td>12</td>
<td>3/26</td>
<td>Music: Understanding</td>
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<td>Read: Isenberg &amp; Jalongo, Ch: 4: Engaging children in music, movement, and dance</td>
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<td>Read: Freeman: Elements of a musical foundation for children</td>
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<td>Due: Harn Museum Field Trip Paper</td>
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<td>13</td>
<td>4/2</td>
<td>Music: Creating</td>
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<td>Read: Kemple, Batey &amp; Hartle: Music play</td>
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<td>Read: Cerniglia: Musical play in early childhood classrooms</td>
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<td>Pass-It-On workshop: Music</td>
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<td>PIO: .............................................................................................................</td>
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<td>14</td>
<td>4/9</td>
<td>Pass-It-On workshops: Music</td>
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<td>Read: Kemple &amp; Johnson: From the inside out</td>
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<td>Due: “Teaching with Conscience” Reflection paper</td>
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<td>15</td>
<td>4/16</td>
<td>“Share Day” Share: Personal Growth Projects &amp; Article Manuscripts</td>
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<td>Due: Personal Growth Project Paper Due: Article manuscript</td>
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**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 can also access many of 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 evidence-based 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:**

<table>
<thead>
<tr>
<th>Singable songs for the very young</th>
<th>One light/one sun</th>
<th>More singable songs</th>
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<tbody>
<tr>
<td>Let’s play</td>
<td>The corner grocery store</td>
<td>Country goes Raffi</td>
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<tr>
<td>Baby Beluga</td>
<td>Raffi radio</td>
<td>Everything grows</td>
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<tr>
<td>Bananaphone</td>
<td>Rise and shine</td>
<td>Evergreen everblue</td>
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</tbody>
</table>

Want to know more about Raffi? Visit [www.raffinews.com](http://www.raffinews.com)
Pass It On Workshop Project: 
Teaching Other Teachers

**Purpose:**

(You will do this project in pairs). 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/](https://owl.english.purdue.edu/owl/resource/614/01/) (be prepared to turn in two of your references, with annotations, by 2/6 (visual arts topics) or 3/12 (music topics)

Workshop plan, approx. 5 pages (due on date of presentation). Using any planning format that makes sense to you.

1-2 page handout for class members (due on 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
- Trash to treasure
- Art in 3-D
- 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! Paper is due on 4/16.
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, Educating Young Children, Young Exceptional Children, and Dimensions of Early Childhood.

Due dates:

2/13: One paragraph description of your intended manuscript
2/27: Tentative outline of your intended manuscript
4/16: Completed manuscript
Field Trip to Repurpose Project

1. Read the following assigned articles before you go on your field trip:


2. Look at the website for the Repurpose Project


3. Make time to visit the Repurpose Project (allow yourself time to browse around in a leisurely way). It might be most fun to go with a friend or two. There is no heat or AC, so dress accordingly.

   The Repurpose Project
   1920 NE 23rd Street
   Gainesville FL 32609
   info@RepurposeProject.org

   **Hours:**
   - Tues-Sat: 10am – 7 pm
   - Sun: Noon – 5pm
   - Mon: CLOSED

4. Your mission is to find 2 items at the Repurpose Project (there is no need to buy them, but of course you can if you wish). If you don’t purchase them, take a photo.

   a. One item should be something that you can re-purpose as a material you could use for engaging young children in some sort of creative activity.

   b. One item should be something that you could re-purpose into a useful and/or decorative item for an early childhood classroom.

4. Write a brief paper (2 double-spaced pages) describing your visit to the repurpose project, describing or showing the actual items you found (or include a photo) and a description of how you could use them for the purposes listed in #3. *Use and cite the information you read in the assigned articles!* Paper is due on 2/6.
Field Trip to the Harn Museum of Art

1. Read the following, before you go on your field trip.


2. Make time to visit the Harn Museum (allow yourself time to browse around in a leisurely way). It might be most fun to go with a friend or two.

The Harn Museum of Art
3259 Hull Rd
UF campus – Cultural Plaza
(352) 392-9826
Website: [http://www.harn.ufl.edu/](http://www.harn.ufl.edu/)

3. Your mission is to find 2 pieces of art at the Harn (any kind of visual art: sculpture, textile, painting, etc.) that you think would be beneficial to critique with young children. Photograph the two pieces of art (no flash photography, however*)).

4. Write a brief paper (2 double-spaced pages) describing how you could guide young children (you decide how young) in appreciating one of the pieces of art. *Use and cite the information you read in the assigned articles!* Paper and photos due on 3/26.

**Museum Etiquette (from Harn website)**

If you have any questions pertaining to Museum policies or etiquette, please ask the Information Desk attendant.

Objects including (but not limited to) purses larger than 11 × 14 inches, backpacks, umbrellas and rigid baby carriers that pose a potential hazard to the art are not permitted in the galleries. Items may be checked at the Information Desk.

Touching of objects and display cases is not permitted.

Food, beverages, gum and candy are not allowed in the galleries.

Please silence cell phones when in the galleries.

*Non-flash photography, only for personal use, is permitted throughout the museum unless noted otherwise.*