

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: 2/4/13

Department of Art and Design

A. Protocol

Course Name: Creative Arts for Elementary Education and Early Childhood

Course Number: ART 372, MUS 372, THE 372

Credits: 3

Prerequisites: EDE 211

Maximum Class Size (face-to-face): 25

Maximum Class Size (online):

(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

1. The student will recognize the developmental stages of children and apply appropriate arts activities.
2. The candidate will identify major theories of play.
3. The candidate will research, select, and report on well-known artists, playwrights, composers and their works.
4. The candidate will recognize and apply Gardner's Multiple Intelligence theory in the development of arts activities for the classroom.
5. The candidate will demonstrate instructional methods for Art, Music, Creative Drama and Movement.
6. The candidate will develop and demonstrate basic performance skills in singing (carry-a-tune) and in rhythmic movement.
7. The candidate will employ the necessary skills of voice and gesture to effectively teach basic artistic principles to children.
8. The candidate will examine and utilize a multicultural approach to artistic expressions.
9. The candidate will compile/construct and explain arts materials appropriate for school children.
10. The candidate will examine and utilize the correlation between arts activities and other subjects taught in the classroom.
11. The candidate will appropriately select and deconstruct children's works of art for the classroom.

12. The candidate will examine and employ the basic processes and methodologies in Creative Dramatics.
13. The candidate will formulate age appropriate verbal and non-verbal activities for use in the classroom.
14. The candidate will explore the basic elements of aesthetics and creativity.
15. The candidate will explain and outline approaches used in rhythmic movement activities.
16. The candidate will compose and present stories.
17. The candidate will construct a project portfolio and age appropriate arts lesson plans.

C. Catalog Description:

This course provides a survey of concepts, theories, and experiences for integrating Arts education into the elementary classroom curriculum. Students will have practical experiences in Art, Music and Theatre along with Arts and Education theories. This course will enable future teachers to develop arts experiences and lesson plans for children. Prerequisite: EDE 211. Materials fee required.

D. Outline of the Course:

Though listed as separate topics, much of the information covered will be taught concurrently and be integrated from one topic to another

Topic: MUSICAL ELEMENTS and BACKGROUND

- 1.) What the Fine Arts are – Definitions/Importance in the educational process.
- 2.) What Music Is – Definition / Importance in the educational process
- 3.) Definitions – Demonstration.
- 4.) Elements of Music (Pitch, Notation, Rhythm, Scales and Modes, Tonality, Melody, Harmony, Dynamics, Tempo, Texture, Form).

Topic: TIMBRE

- 1.) Definitions – Demonstrations Instruments (Brass, Woodwind, String, Percussion, Electronic, Vocal).

Topic: Creative interpretation of music through movement

- 1.) Definitions – Demonstrations
  - a.) Moving accurately to rhythms.
  - b.) Remembering rhythms.
  - c.) Reading rhythmic notation.
  - d.) Recognizing rhythmic patterns.
  - e.) Exploring repertoire of basic dances and singing games.

- f.) Administrative techniques for group movement activities.

Topic: EXAMINATION OF MUSICAL ACTIVITIES APPROPRIATE FOR CLASSROOM TEACHER

- 1.) Definitions – Demonstrations
  - a.) Singing (Class participates in singing of children’s song).
  - b.) Use of Rhythm Instruments (Class participates in using rhythm instruments).
  - c.) Tone Chimes (Class participates in using tone chimes).
  - d.) Recorder (contingent to music reading ability).
  - e.) Piano (contingent to music reading ability).

Topic: ADAPTING MUSICAL ACTIVITIES TO FOCUS ON STORIES FROM CHILDREN’S LITERATURE

- 1.) Definitions – Demonstrations
  - a.) Choosing stories from children’s literature.
  - b.) Choosing musical activities to incorporate into stories.
  - c.) Designing lesson plans for musical activities incorporating music into stories.

Topic: COMPOSER REPORT / LESSON PLAN

- 1.) Students will choose from a list of composers whose music lends itself for use in the classroom (besides the obvious examples such as Debussy and Prokofiev, composers such as Fred Rogers and Raffi will also be listed).
- 2.) In addition to constructing a report containing information about the composer and his music, the student will construct a lesson plan using the selected composer’s music to teach either a musical concept or incorporate music into a lesson plan to teach a concept from another discipline (Math, English, Social Science, Science, etc.).  
The report/lesson plan will contain a sound file of the example of the selected composer’s work upon which the lesson plan is constructed.

Each report and lesson plan will be submitted to the Blackboard Site assigned to the course so that all students will have access to these lesson plans.

- 3.) Upon completion of the course, all lesson plans will be distributed to everyone to add to their own teaching resources.

Topic: INTRODUCTION AND BACKGROUND OF VISUAL ARTS

- 1.) Importance of art for education.
  - a.) The senses as basic to learning.

- b.) Self-identification and self expression.
  - c.) The meaning of art for society.
  - d.) The meaning of the art product.
- 2.) Understanding growth and development.
    - a.) Art as a reflection of development.
    - b.) Art as a basic means of learning.
    - c.) Historical trends in art education.
    - d.) Art as a means of understanding growth.
  - 3.) The development of creativity.
    - a.) The importance of creativity.
    - b.) Creative and intellectual behavior.
    - c.) Schools and creativity.
    - d.) Methods of developing creativity.
  - 4.) The development of aesthetic awareness.
    - a.) The meaning of aesthetics.
    - b.) Art appreciation.
    - c.) Culture and aesthetic awareness.
    - d.) Changes in aesthetic taste.
    - e.) Aesthetics and society's values.
    - f.) Aesthetic development.
  - 5.) Art in the elementary school.
    - a.) Classroom procedures.
    - b.) The importance of material and skills.
    - c.) Motivation in the classroom.
    - d.) Integrated learning experiences.

Topic: STAGES OF VISUAL ARTS DEVELOPMENT

- 1.) The scribbling stage.
  - a.) The importance of early childhood.
  - b.) The development of scribbling and named scribbling.
  - c.) The meaning of color.
  - d.) Environment and the developmental process.
  - e.) Scribbling as a reflection of growth.
  - f.) Art motivation.
  - g.) Age appropriate materials.
  - h.) Health and safety.
  - i.) Multidisciplinary lesson plans for the scribbling stage.
- 2.) The preschematic stage.
  - a.) The importance of the preschematic stage.
  - b.) Characteristics of preschematic drawings.

- c.) The meaning of color.
  - d.) The meaning of space.
  - e.) Preschematic stage as a reflection of growth.
  - f.) Art motivation.
  - g.) Subject matter.
  - h.) Age appropriate materials.
  - i.) Health and safety.
  - j.) Multidisciplinary lesson plans for the preschematic stage.
- 3.) The schematic stage.
- a.) The importance of the schematic stage.
  - b.) Characteristics of schematic drawings.
  - c.) The meaning of color.
  - d.) The meaning of space.
  - e.) Schematic drawings as a reflection of growth.
  - f.) Art motivation.
  - g.) Subject matter.
  - h.) Age appropriate materials.
  - i.) Health and safety.
  - j.) Multidisciplinary lesson plans for the preschematic stage.
- 4.) The gang age.
- a.) The importance of the gang age.
  - b.) Characteristics of gang age drawings.
  - c.) The meaning of color.
  - d.) The meaning of space.
  - e.) The meaning of design.
  - f.) The development of the gang age child.
  - g.) Gang age drawings as a reflection of growth.
  - h.) Art motivation.
  - i.) Subject matter.
  - j.) Age appropriate materials.
  - k.) Health and safety.
  - l.) Multidisciplinary lesson plans for the preschematic stage.

Topic: PLAY, CREATIVITY, IMAGINATION, AND AESTHETICS

- 1.) Definitions – Creativity, imagination, aesthetics, dramatic play, playing, playmaking, acting, role
- 2.) Value/benefits of Play.
- 3.) Historical overview of Play and Play theories.
- 4.) Gardner’s Theory of Multiple Intelligences.

- 5.) Imagination theories.
- 6.) Concentration, communication, and self-expression.
- 7.) Exercises for the development of imagination.

Topic: MOVEMENT AND RHYTHM

- 1.) Children and movement.
- 2.) Space and equipment.
- 3.) Rhythmic activities.
- 4.) Movement and dramatic play.
- 5.) Activities on a theme.
- 6.) Stories in movement.

Topic: CREATIVE DRAMATICS AND PLAYMAKING

- 1.) Mime and pantomime.
- 2.) Improvisation.
- 3.) Creating Characters.
- 4.) Dramatic structure.
- 5.) Drama from literature.

Topic: STORYTELLING AND SPEECH ACTIVITIES

- 1.) Definitions and characteristics.
- 2.) Value and benefits.
- 3.) Selections of stories.
- 4.) Oral interpretation.
- 5.) Readers theatre

Topic: DRAMA AS A TEACHING TOOL

- 1.) Historical perspective.
- 2.) Drama as a learning medium.
- 3.) Creating “drama worlds”.
- 4.) Lesson plans.
- 5.) Assessment techniques.

E. Teaching Methodology:

Traditional Classroom Methodology

This course will be taught in a collaborative manner with the instructors from Art, Music and Theatre. The course will be conducted in a studio format being offered in two hour blocks two days a week with three sections. Every five weeks the students will rotate to Art, Music, or Theatre. As a studio course, the students will be provided hands on, practical experiences in each of the Arts

areas with lecture/demonstration on the educational and theoretical components of the course. Since class participation is necessary, this course will not be offered in a distance learning format..

F. Text

Because the course is dealing with three distinctive disciplines, no one text book can adequately cover the material therefore there will not be a required text. As part of the course, the students will be required to research a variety of resources (including text books) and the instructors will provided a number of handouts. In addition, the resources located in the University library and on the internet will be used as supplemental material.

G. Assessment Activities:

Traditional Classroom Assessment

- 1.) Oral presentations.
- 2.) Individual and group projects.
- 3.) Research papers.
- 4.) Quizzes.
- 5.) Portfolio assessment.
- 6.) The final will be under the supervision of the instructor of record and will consist of two parts: a) three written lesson plans (one in each of the Arts area) which will be shared with all three sections of the course; b) a presentation of one lesson plan during the assigned final time. All three parts of the course will be worth 25% and the final an additional 25%.

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)
- Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

A general search for Arts Education resulted in more than 1,250 resources located in the Manderino Library. Individual searches for Art, Music and Drama in the classroom displayed no less than 50 resources in each discipline. Resources date from the early twentieth century to present day. The following is a brief sample:

- Anderson, William (1998). *Integrating Music into the Elementary Classroom*. Belmont, CA: Wadsworth Publishing.
- Barker, Phyllis C. (1987). *Short Lessons in Art History: Artists and their Work*. Portland, Maine: J. Weston Walch.
- Brauer, Gerd (2002). *Body and Language: Intercultural Learning through Drama*. Westport, CT: Ablex Publishing.
- Csikszentmihalyi, Mihaly (1990). *The Art of Seeing: An Interpretation of the Aesthetic Encounter*. Malibu, CA: J.P. Getty Museum.
- DePaola, Tomie (1989). *The Art Lesson*. New York: G.P. Putnam's Sons.
- Erickson, Mary (1985). *Arts and Humanities: Pennsylvania Community Resource Guide*. Harrisburg: Pennsylvania Department of Education.
- Evans, Joy and Tanya Skelton (2001). *How to Teach Art to Children*. Monterey, CA: Evan-Moor Educational Publishers
- Isbell, Rebecca T. and Shirley C. Raines (2003). *Creativity and the Arts with Young Children*. Clifton Park, NY: Delmar Learning.
- Jackman, Hilda L. (2005). *Sing Me a Story Tell Me a Song!: Creative Thematic Activities for Teachers of Young Children*. Clifton Park, NY: Delmar Learning.
- Jonas, Ann (1989). *Color Dance*. New York: E.P. Dutton.
- Kelner, Lenore Blank (1993). *The Creative Classroom: A Guide for Using Creative Drama in the Classroom, Preschool to Sixth Grade*. Portsmouth, NH: Heinemann.



- Klaustermeier, Del (1997). *Arts Projects by Design: A Guide for the Classroom*. Englewood, CO: Teacher Ideas Press.
- Kohl, MaryAnn F. and Jean Potter (2003). *Storybook Art: Hands-on Art for Children in the Styles of 100 Great Picture Book Illustrators*. Bellingham, WA: Bright Wing Publishing, Inc.
- Koster, Joan Bouza (2005). *Growing Artists: Teaching Art to Young Children*. Clifton Park, NY: Thomson Delmar Learning.
- Linderman, Marlene (1984). *Art in the Elementary School: Drawing, Painting, and creating for the Classroom*. Dubuque, IO: W.C. Brown.
- Luck, James Thomas (1971). *Creative Music for the Classroom Teacher*. New York: Random House.
- Moody, William (1990). *Artistic Intelligences: Implications for Education*. New York: Teachers College Press.
- Raimondo, Joyce (2004). *Imagine That! Activities and Adventures in Surrealism*. New York: Watson-Guption Publications.
- Sporborg, James Douglas (1998). *Music in Every Classroom: A Resource Guide for integrating Music Across the Curriculum, Grades K-8*. Englewood, CO: Libraries Unlimited.
- Sternberg, Patricia (1998). *Theatre for Conflict Resolution in the Classroom and Beyond*. Portsmouth, NH: Heinemann.
- Taylor, Philip (2000). *The Drama Classroom: Action, Reflection, Transformation*. New York: Routledge/Falmer.

A search of Internet resources produced 4,730,00 Web Sites including the following:

- <http://www.aate.com/welcome.htm> - The America Alliance for Theater and Education.
- <http://www.artsconnected.org/classroom.htm> -- Arts in the Classroom, Minneapolis Institute of Arts/Walker center
- [http://www.artsconnection.org/professional\\_development.html](http://www.artsconnection.org/professional_development.html) -- The Arts and Creative Teaching Methods
- <http://www.earlycholded.delmar.com> – Thomson Delmar Learning
- <http://www.thelearningpartnership.ca/> --The Creative Learning Partnership Presented by American Express.
- <http://www.menc.org/> - The National Association for Music Education
- <http://www.naea-reston.org/> - The National Art Education Association
- <http://www.sdarts.org/conference.htm> -- Thirteenth Annual Arts in the Classroom Conference.
- <http://www.dir.yahoo.com/Arts/Education/> -- Arts Education Directory.

## Additional Information for Course Proposals

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J. Proposed Instructors:

Qualified faculty from the Departments of Art and Design, Music, and Theatre and Dance

K. Rationale for the Course:

This course has been developed to meet the Arts Standards required by:

National Council for Accreditation of Teacher Education (NCATE)  
Association for Childhood education International (ACEI)  
National Association for the Education of Young Children (NAEYC)  
Interstate New Teacher Assessment and Support Consortium (INTASC)  
The California University of PA College of Education and Human Services  
Conceptual Framework

L. Specialized Equipment or Supplies Needed:

Given the needs of each of the Arts separate rooms/space will be needed for each section of the course. The rooms must be under the control of the department to insure the safety of the students and the security of the art works, instruments, and personal property needed in the production of each of the Arts. Each student will be charged an additional supply fee to cover the cost of consumable arts materials.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)  
Yes, because this course will increase the course load of the department, an additional part-time person may be necessary.
2. Does the course require additional physical resources? (Please explain)  
No additional physical resources are necessary.
3. Does the course change the requirements in any particular major? (Please explain)  
Yes, this course will be a required course for all Elementary Education majors.
4. Does the course replace an existing course in your program? (If so, list the course)

No, but the departments may need to reduce offerings of introduction level courses.

5. How often will the course be taught?  
This course will be offered fall and spring semesters.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)  
This course is not a duplication of an existing course.

- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

This course is being presented by the departments of Art and Design, Music, and Theatre and Dance. This course will be “turn taught”.

- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

Yes, this course will be offered in the area of Fine Arts. Given the fact that this course explores Art, Music, Theatre and Dance there is no doubt this course meets the requirements of the Fine Arts category of general education.