

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

**Class Hours:** Wednesday, 3. 00-4. 50 p. m CPS 208  
**Lab hours:** 2 hrs weekly (Gesell Institute & other 4K – 3<sup>rd</sup> grade sites)  
**Taught by:** Oluyomi A. Ogunnaike (Ph. D); Room 448 CPS Building  
**Office Hours:** Mondays (2-4) & By appointment  
**Phone:** 715 - 346 – 4742

### Course Text

✚ Mayesky, M (2012). *Creative activities for young children*. (10<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning

### Supplementary Readings: (Available on E- Reserve)

\*Beloglovsky & Daly (2015): *Early Theories made visible*.- PART 1(theories) & PART 2(Socio-emotional devpt)

\* Gronlund, Gaye (2010): *Developmentally-Appropriate Play:Guiding Young Children to a Higher Level*.

### **ECE 368: COURSE DESCRIPTION:**

Using the Understanding By Design (UbD), this course explores “hands – on” activities in Art, Music, Creative Movement, and Creative Dramatics in early childhood classrooms. Integration of STEM and the implications of specific theories (Piaget, Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach) are discussed. Findings from brain research in early childhood classrooms, impact of technology, globalization, diversity, and are also integrated in the course.

### Enduring Understandings: Participants will understand that

1. Early childhood theorists provide a framework that enable us to make informed decisions in preparing our classrooms and learning experiences;
2. Findings from brain research enable us to be mindful about classroom practices;
3. STEM, Intentional Play, Globalization, and Technology are essential to a developmentally-appropriate learning experience..

### Essential Qs:

- a. Why should we as EC educators pay attention to findings from brain research?
- b. How do EC theorists guide our understanding of children and how we organize their classroom and prepare learning experiences?
- c. What is the role of STEM and globalization in early childhood education?

### Learning Outcomes:

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

### **Knowledge: (KNOW)**

- Participants will describe findings from brain research.
- Participants will explain and critique ideas shared by EC theorists .
- Participants will list the impact of diversity on their teaching practices.

### **Skills: (ABLE TO DO)**

- Participants will be able to design learning activities based on their knowledge of brain findings and specific theorist's perspective.
- Participants will be able to plan activities that engage learners' knowledge of STEM.
- Participants will demonstrate how to plan for intentional play & integrate diversity practices in the early childhood classrooms.

### **Disposition: (VALUE/APPRECIATE)**

- Participants will appreciate different approaches to learning in early childhood classrooms
- Participants will value planning meaningful activities for young children
- Participants will value the significance of diversity, intentional play, and STEM.

### **COURSE CONTENT:**

- ❖ Class Meetings: Discussion of topics
- ❖ Hands-on activities in Art, Music, STEM, Creative Movement, & Creative Dramatics
- ❖ Practicum : 2- hour Weekly Field Experience in Gesell, UWSP.
- ❖ Practicum can be completed in other sites once Gesell is full.

### **Dispositions**

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. (Show Chart)

### ***InTASC #10***

**10r.** *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).*

**10t.** *The teacher embraces the challenge of continuous improvement and change (disposition).*

**NOTE: Important SOE/UWSP policies for all students**

**UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>

=====

**ATTENDANCE:** Please read carefully.

- ✓ Each student is **required** to attend class regularly. Attendance will be taken during class. *A total of 30 points can be earned for attendance.*
- ✓ As a senior level course, the student is expected to maintain regular attendance. Any form of tardiness /absence without Dr. Ogunnaike's knowledge & approval would result in reduced points for attendance. A pattern of consistent absence will result in a formal meeting with Dr. Ogunnaike and the Chair of the Dept.
- ✓ In case of approved absence, the student is responsible for obtaining course materials from group members or/and other colleagues.
- ✓ Your participation in class discussions and design of hands-on activities count towards your overall grade. *A total of 40 points can be earned for participation.*

**PERSONAL CONDUCT & PROFESSIONALISM:** Please read carefully.

- ❖ Students are expected to dress professionally to class and practicum placements. Wear simple, neat, and professional looking clothing.
- ❖ Turn off your cell phone in class.
- ❖ No texting in class.
- ❖ Listen to others.
- ❖ Respect your "Self", "Space", and "Others"
- ❖ Be a Team Player. Do your share of work. Be dependable.

**ASSIGNMENTS:** Students are required to

- ❑ Type all class assignments in double space, with a Font size of at least 12.
- ❑ Submit all assignments to D2L
- ❑ Check & Follow Rubrics designed for specific course assignments. Doing this facilitates a successful completion of specific assignments.
- ❑ Check your Spelling, Tense, and Grammar before submitting your assignments.
- ❑ Submit class assignments and documents on due dates into D2L

**PLEASE DO NOT !!**

**Drop off assignments in Dr. Ogunnaike's mailbox, or on office door**  
**Send any assignments via email to Dr. Ogunnaike**  
**Bother to send any late, incomplete assignments**

\*\*Dr. Ogunnaike will not grade any assignments that fall under the above categories.

### COURSE ASSIGNMENTS

Students enrolled in ECE 368 are responsible for the following:

- Completing all assigned readings & assignments/projects/reviews
- Taking notes in class & from assigned readings.
- Checking detailed descriptions of assignments in the *Assignment Document/Booklet*

### SUMMARY

A. Group Review of weekly readings and facilitation of class discussions: A FORM is prepared for review readings. Each group will complete weekly class readings and submit into D2L Groups will facilitate class discussions on readings.

B.(i) Curriculum Group Projects & Presentations (*Signature Assessment*-(Worth =20 points). Using the Professional Program (SOE) Lesson Plan, each group is responsible for preparing and presenting thematic – based activities in Art, Music, Creative Movement, & Creative Dramatics.

B (ii) Design of Dramatic Play Area in Gesell: Each group will collaborate with the Head Teacher in Gesell to design/redesign, update, and care for the Dramatic Play area to complement the theme explored in Gesell. As part of practicum experience in this course, each group will collaborate with the Lead Teacher in Gesell to prepare/re-design & update the dramatic play area. (*Worth up to 10 points out of 40 for participation – 25% of Participation*)

C. \*Preparation of Assignments Model : This involves an occasional joint preparation of course assignments during specified class meetings. Examples of assignments include *lesson plans and others* as needed. Preparing these assignments in class helps to clarify content and expectations. Counts toward participation. – (*Worth up to 10 points out of 40 for participation – 25% of Participation*)

D. Practicum Assignments: Students will complete the following assignments as part of their practicum experience at **Gesell** & other 4K sites or preschool settings.

1. **Lesson Plan & Implementation** (*Signature Assessment*): Using the Professional Program (SOE) Lesson Plan Template, pairs of students will plan and present an activity in MUSIC to learners. This lesson plan must be approved by Dr. Ogunnaike and the Lead Teacher at your placement before implementation. Samples of lesson plan will be prepared in class. (*Worth =40 points*)

2. **Model how to engage in Intentional Play & Support Socioemotional Interaction** in Gesell. Students in other practicum settings can also support the teacher through such engagement and other ways as needed.  
(*Worth = 10 points*)

3 **Weekly Journal**: Beginning from September, students, in pairs, will keep a weekly typed journal on the learning centers in their practicum classroom. The areas observed and documented include - (i) **Art**, (ii) **Music**, (iii) **Creative Movement**, & (iv) **Creative**

**Dramatics.** Typed Journal Entries will be reviewed by classmates during class meetings. A final paper titled “**Focus Curriculum Report**” will be prepared on a chosen curriculum based on selected journal entries.

**NOTE:** If you are in a classroom where none of these curricula are featured, choose other curricula to observe and document your findings. Be ready to prepare your **Focus Curriculum Report** on a chosen curriculum. **YOU MAY ALSO SET UP TIME TO MEET WITH ME TO DISCUSS YOUR OPTIONS.**

4. **Practicum Summary & Assessment:** (*Signature Assessment*). Using the Practicum Summary Form, each student will type a summary of her practicum experience. Details of the summary can be found on D2L under the title “*Practicum Document*”. (*Worth = 50 points*)

5. **Focus Curriculum Report:** Based on your practicum journal entries, students will prepare an 8-10 double space paper on a chosen curriculum in Expressive Arts. This paper will explore the impact of this curriculum on learning in your practicum setting. To prepare this paper, students will:

- Identify & define the focus curriculum; and explain the reason for the choice
- Provide a theoretical rationale of the significance of this curriculum in Early Childhood Education. For e.g. *Creative Dramatics is improvised drama, frequently engaged in by older learners (kindergarten – primary grades) that involves finding a solution to a problem. In some cases, learners engagement may be reflected in the intentional creation of a problem for others to solve. We chose this curriculum because it promotes flexibility, higher – order thinking, joyful learning, and social interactions. According to Lev Vygostky, the basis for higher cognitive functioning in the early years is social interactions. His major thesis was “Intelligence is social” because what you learn through inteactions becomes a major pool of knowledge or pocket of tools from which you can draw confidently. Similtly, findings from brain research in early childhood attest to the social nature of the brain. How we interact with others – through play, conversations, dialogues, and more has an impact on our learning experience. Creative Dramatics provides that opportunity for learners to engage and practice previously attained social, cognitive, emotional, and language skills with their peers in the classroom.*
- Summarize at least two-three observations of how this curriculum was implemented during the practicum period. Share information about specifics that may include space, materials, theme, and learners’ interactions. **PLEASE DO NOT REPEAT JOURNAL ENTRIES HERE.** Document only those observations/interactions that truly struck you as “extraordinarily incredible”. Remember: Curriculum and learners’ engagement are the critical components of this paper.
- Connect learners’ interactions to theories discussed in class, readings, and other personal knowledge and/or experience.
- Conclusion, Suggestion, & Reflection – Provide a final statement about what you learned from learners’ engagement, space arrangement, and materials in this curriculum. Also share a few suggestions or ideas on how the curriculum can be further enriched in the classroom. Connect your discussions here to at least two InTASC Standards. Be sure to describe/define the entire Standard in this paragraph.

E. **Group Unit Plan & Presentation:** (*Signature Assessment*). Using the Professional Program (SOE) Lesson Plan Format, groups will prepare an Extensive Unit Plan on the theme “**FRIENDSHIP**” in at least 5 curricula areas – Art/STEM, Music/STEM, Creative Movement/STEM, Creative Dramatics/STEM, & Literacy/STEM. This will be further discussed during class meetings. (*Worth = 40 points*)

ECE 368WE: Some Web Sites of Interest

<http://www.naeyc.org>  
<http://www.atozteacherstuff.com/>  
<http://www.pre-kpages.com>  
<http://www.activitiesforkids.com/>  
<http://www.scholastic.com/>  
<http://www.lessonplanspage.com/> (ideas for curriculum)  
<http://www.lessonstop.org/>  
<http://www.learningpage.com/>  
<http://www.abcteach.com>  
<http://kizclub.com>  
<http://www.askeric.org/Virtual/> (lesson plans, special projects, & resources)  
<http://www.learningisfun.com> (wonderful resources to use & buy  
[www.reggioalliance.org](http://www.reggioalliance.org) - Reggio Emilia Community  
[www.reggiokids.com](http://www.reggiokids.com) - Reggio Approach & More  
<https://rokenbokeducation.org/education/stem-curriculum-teacher-resources> (STEM examples)  
[www.songsforteaching.com/educationalmusiccurriculumsubjects.htm](http://www.songsforteaching.com/educationalmusiccurriculumsubjects.htm) (Music)

Assignments, Points, Due Date: Note the following:

- ✓ Students' complete assignments must include **forms, rubrics, and paper** .
- ✓ Students will submit complete assignments on due dates into D2L ONLY.
- ✓ Late or/and Incomplete Assignments will not be accepted nor graded.
- ✓ Assignments that are sent via email will not be accepted nor graded.
  
- ✓ **PARTICIPATION= 40 points** is graded as follows:
  - Review & Sharing of class readings (20 points);
  - Class Work: Model Lesson plans & assignment reviews (10 points)
  - Gesell Collaboration in designing Gesell Dramatic Play Area (10 points)

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

### Assignments, Points, Due Date

<b>Assignment</b>	<b>DUE DATE</b>	<b>DUE TO</b>	<b>Points</b>	<b>INTASC Standards</b>
Weekly Reviews of class topics	12/13/17	<b>*Group Leader &amp; Dr. O</b>	20	1, 2, 3, 4, 5
<i>Group Participation &amp; article review of class topics</i>	<i>Ongoing</i>		<i>20 per group 50% of participation</i>	1, 2, 3, 4, 5, 6, 7, 8, 10
In Class Curriculum Projects – Presentation Summary & Reflection	10/20 (Art) 11/3 (CD) 11/17 (Music) 12/1 (CM)	<b>D2L</b>	20	1, 2, 3, 4, 5, 6, 7, 8, 10
Complete Lesson Plan on MUSIC & Evaluations	12/6	<b>D2L</b>	40	1,2,3,6,9, 10
Focused Curriculum Paper	12/14	<b>D2L</b>	40	1, 2, 3, 4, 5, 6, 9, 10
Practicum Summary & Evaluation	12/14	<b>D2L</b>	50	ALL
Final Unit Plan	12/14	<b>D2L</b>	40	ALL
<i>Class work</i>		<b><i>Ongoing</i></b>	<i>10</i>	
<i>Gesell Support – Modeling &amp; Interactions</i>		End of Course	<i>10</i>	ALL
Attendance			30	

TOTAL = 280 points

### **GRADE OUTLINE**

270 – 280 = A    250 – 259 = B+    230 – 239 = B-    210 – 219 = C    >200 = D (failure)

260 – 269 = A-    240 – 249 = B    220 – 229 = C+    200 – 209 = C-

**Group leaders, please submit your group’s Weekly Reviews to Dr. Ogunnaike on the last day of class**





ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

Topics	Readings	Class Activities	Assignments
<p>10/11</p> <p><b>Diversity:</b></p> <p><b>Teaching in a Global Classroom</b></p> <p>(eReserve readings on D2L)</p> <p><b>Persona Dolls</b></p> <p>(eReserve readings on D2L)</p>	<p>a..<i>Helping to end global poverty</i> by Miller (2010) - <u>Optional</u></p> <p>b. <i>Every journey begins w/ a step.</i> By Tavangar, H.S</p> <p>c. <i>Taking your classroom global</i></p> <p>d.. <i>Online collaboration: How to start.</i> By Lindsay, J</p> <p>e. <i>Window is open.</i></p> <p>f. <i>Storytelling with Persona Dolls.</i> by Bisson, J. R:</p> <p>g. <i>Amaze Curriculum</i> by Thomas, M</p>	<p>Groups will share discussions on Globalization &amp; Persona Dolls in the EC classroom.</p> <p>Dr. O will bring Persona Dolls</p>	<p><b>***Dr. O will prepare meeting charts to discuss Practicum LP and inform students</b></p>
<p>10/18</p> <p><b>Exploring ART &amp; STEM in EC classroom:</b></p> <p><i>Art Group leads class discussion &amp; Hands-on presentation.</i></p>	<p>Mayesky (2012) Text</p> <p><b>Art grp</b> – i.Chaps 12 &amp; 13 ii. p.44-48 : <i>Art Conversations</i></p> <p><b>Music grp</b> – Chap 9</p> <p><b>CM grp</b> – Chap 10</p> <p><b>CD grp</b> – Chap 11</p>	<p>Art group facilitates discussion on the following:</p> <ul style="list-style-type: none"> <li>-Importance of ART in EC classrooms;</li> <li>-Theories that support ART</li> <li>- Connection b/w readings &amp; their hands-on thematic presentation</li> <li>-Theme that supports STEM &amp; other ideas in ART</li> </ul>	<p>Students begin to sign- up to discuss <u>Practicum lesson plans</u></p> <p><u>Group submit SOE Lesson Plans &amp; reflections into D2L</u> on 10/20/17</p>
<p>10/25</p> <p><b>Peer Review of Journals</b></p> <p><b>In Class preparation of Music Lessons (pairs)</b></p>	<p>Pairs of Students will bring</p> <ul style="list-style-type: none"> <li>-Typed Journals to class;</li> <li>-Peer Review Form</li> <li>- Practicum Lesson Plan to discuss Music ideas</li> </ul>	<p>- Journal Reviews</p> <p><u>Planning:</u> Pairs choose a book &amp; write:</p> <ul style="list-style-type: none"> <li>-reasons for choice</li> <li>-learning outcomes</li> <li>- activity &amp; academic language</li> <li>- design rubrics/checklist for formative assessment</li> </ul>	<p>Students continue to sign-up to discuss <u>lesson plans</u> with Dr. O</p> <p>- <i>Dr. O will give ECE Pink Handbook given to Creative Dramatics group</i></p>
<p>11/1 <b>Exploring Creative Dramatics &amp; STEM in the EC Classroom:</b></p> <p><i>CD Group leads class discussion &amp; Hands-on presentation.</i></p>	<p><b>CD grp</b> - ECE Pink Handbook -p. 147 – 155.</p> <p><b>ALL Groups read i-ii</b></p> <p>i.Mayesky Text – Chap 15</p> <p>ii. <i>Using story drama w/ young preschoolers- Wanerman (2010)</i> (eReserve reading on D2L)</p>	<p>CD group facilitates discussion on the following:</p> <ul style="list-style-type: none"> <li>-Importance of CD in EC classrooms;</li> <li>-Theories that support CD</li> <li>- Connection b/w readings &amp; their hands-on thematic presentation</li> <li>-Theme that supports STEM &amp; other ideas in CD</li> </ul>	<p>Practicum Lesson Plan should be completed &amp; ready for implementation. Check with your Cooperating Teacher.</p> <p><u>Group submit SOE Lesson Plans &amp; reflections into D2L</u> on 11/3/17</p>

ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

Date & Topic	Readings	Class Activities	Assignments
11/8  <b>Major assignments: Review &amp; Practice</b>  Final Project <u>Friendship</u> & Focus Curriculum		Focus Curriculum Report  Final Project Discussed in class  Music group works on Presentation	
11/15  <b>Exploring MUSIC &amp; STEM in EC classroom:</b>  <i>Music Group leads class discussion &amp; Hands-on presentation.</i>	<i>Music Play: Creating centers for musical play</i> – Kemple et al., (eReserve reading on D2L)- <b>Music Grp</b>  ALL Groups read  Mayesky – Chap 17	Music group facilitates discussion on the following: -Importance of Music in EC classrooms; -Theories that support Music - Connection b/w readings & their hands-on thematic presentation -Theme that supports STEM & other ideas in Music  <i>Feel free to share ideas from <a href="http://www.songsforteaching.com">www.songsforteaching.com</a></i> (web site)	<u>Group submit SOE Lesson Plans &amp; reflections into D2L</u> on 11/17/17
11/22  <b>NO CLASS</b>	<b>HAPPY THANKSGIVING!</b>		
11/29  <b>Creative Movement in EC classroom: Hands-on presentation &amp; review</b>	i. <i>Dancing the Curriculum</i> by Skoning -  iii. <i>Movement experiences for EC</i> . By Vagovic 2008;  iii. <i>Young Children &amp; Movement</i> – Dow, 2010 <b><u>CM grp read articles i-iii on e-Reserve on D2L</u></b>  ALL Groups read:  Mayesky – Chap 16	Creative Movement group facilitates discussion on the following: -Importance of Creative Movement in EC classrooms; -Theories that support Creative Movement - Connection b/w readings & their hands-on thematic presentation -Theme that supports STEM & other ideas in Creative Movement  <i>Feel free to share ideas from <a href="http://www.songsforteaching.com">www.songsforteaching.com</a></i> (web site)	<u>Group submit SOE Lesson Plans &amp; reflections into D2L</u> on 12/1/17
12/6 -	NO CLASS	Use to prepare Focus Curriculum Report	<i>Submit:</i> Complete Lesson Plan (1) & Evaluations (Self & Head Teacher) to D2L

ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

Date & Topic	Readings	Class Activities	Assignments
12/13 <b>Student Teaching, &amp; Presentations of Final Unit Plans</b>		Final Unit Plans are presented  Group Leaders: Submit group Folders of Weekly Reviews to Dr. O	DUE in D2L <b>by <u>12/14/17:</u></b>  (i) Final Project & Rubrics,  (ii) Focus Curriculum Report & Rubric  (iii) Practicum Summary & Evaluation

PLEASE NOTE:

- Please submit all assignments by December 14, 2017.
- No extensions will be given to complete assignments.

=====