

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 – 3rd grade sites)
Taught by: Oluyomi A. Ogunnaike (Ph. D); Room 448 CPS Building
Office Hours: Mondays (12-2) & By appointment
Phone: 715 - 346 – 4742

Course Text (RENTAL)

✚ Mayesky, M (2015). *Creative activities for young children*. (11th ed.). Belmont, CA: Wadsworth, Cengage Learning

Supplementary Readings: (Available on E- Reserve/D2L – To Be Verified)

*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 Intentional play are also integrated in the course. Practicum experience in an EC Classroom (especially, in Gesell, the SOE Lab School) is an essential component of the course.

COURSE CONTENT:

- ✓ Class Meetings: Discussion, Hands-on Presentations in Expressive arts, & Reviews of topics
- ✓ Assignments: Weekly Reviews, Thematic presentations, Practicum experience, Unit Plan
- ✓ Practicum : 2- hour Weekly Field Experience in Gesell, UWSP, that involves observation, curricula support, lesson plan, & focus curriculum summary

NOTE: **Other Practicum sites are considered ONLY when Gesell is filled.**

Enduring Understandings: Participants will understand that

1. Early childhood theorists provide a framework that enable us to make informed decisions in preparing curricula and learning environments that enrich early childhood experiences;

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2. Findings from research in early brain development and socio-emotional growth guide EC classroom practices;
3. The centrality of STEM, Intentional Play, Globalization, and Diversity/Anti-Bias practices in EC classrooms underscores high quality appropriate developmentally-appropriate practices.

Essential Qs:

- a. Why should we as EC educators pay attention to research findings from socio-emotional growth and brain development during the early years?
- b. How do EC theorists guide our understanding of children and how we organize developmentally-appropriate teaching practices and learning experiences?
- c. What is STEM? What constitutes globalization practices in EC? Why do they matter?

Learning Outcomes:

Knowledge: (KNOW)

- Participants will describe findings from research on early brain development & Socio-emotional growth.
- Participants will explain and critique ideas shared by EC theorists.
- Participants will list the impact of exploring diversity on their teaching practices.

Skills: (ABLE TO DO)

- Participants will be able to design learning activities reflective of their knowledge of specific theoretical perspectives on EC, brain findings, & socio-emotional growth.
- Participants will be able to plan activities that engage learners' knowledge of STEM.
- Participants will demonstrate how to plan for intentional play, diversity practices, & awareness of globalization in the early childhood classroom(s).

Disposition: (VALUE/APPRECIATE)

- Participants will appreciate different theoretical perspectives in early childhood classrooms
- Participants will value planning meaningful (and mindful) activities & learning environments for young children
- Participants will value the significance of diversity, intentional play, and STEM.

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's 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/rightsandresponsibilities.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:

<https://www.uwsp.edu/disability/Pages/legalInformation/index.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services & Assistive Technology 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

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Services & Assistive Technology Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

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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; design & implementation of hands-on activities in class 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 NOTE: Do Not

-Drop off assignments in Dr. Ogunnaike's mailbox, or on office door

-Send any assignments via email to Dr. Ogunnaike

-Send any late and OR incomplete assignments

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

THANK YOU.

COURSE ASSIGNMENT: Group & Pairs

Students enrolled in ECE 368 are responsible for the following:

1. Completing all assigned readings & assignments/projects/reviews
2. Taking notes in class & from assigned readings.
3. 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 reviewing weekly class topics. Each group will complete weekly class readings and keep in Group Folders (To be Provided by Dr. O). Groups will use review forms to facilitate initial class discussions of topics.

B.(i) **Group Curriculum Projects & Presentations** (*Signature Assessment*-(Worth =20 points). Using the Professional Program (SOE) Lesson Plan Template, each group will prepare and present thematic – based activities in Art, Music, Creative Movement, & Creative Dramatics during class meetings.

B (ii) **Group:** Curricula Support in designing Art & Dramatic Play Areas in Gesell: As part of practicum experience in this course, each group will collaborate with the Lead Teacher to prepare/re-design & update the Art area & Dramatic play area in Gesell. To complete this assignment, groups will i) fill the Curricula Support in Gesell Form *-this form describes your ideas, rationale, standards, materials, & reflection* , ii) meet with Lead teacher to discuss the ideas before setup; iii) ensure that at least 2 group members are enrolled in Gesell Practicum to document learner experiences; iv)prepare a Reflection on how the areas were utilized; v)meet again with lead teacher to discuss(*Worth up to 10 points out of 40 for participation – 25% of Participation*)

C. **Group 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. **Individual/Pair Practicum Assignments:** Students will complete the following assignments as part of their practicum experience at **Gesell**, other 4K sites or 1st-2nd grade classrooms:

1.**Lesson Plan & Implementation** (*Signature Assessment*): Using the Professional Program (SOE) Lesson Plan Template, pairs of students will plan and present an activity in ART 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*) Consider the theme “FAMILY” in completing this assignment.

2. **Model how to engage in Intentional Play & Support Socioemotional Interaction** in Art & Dramatic Play areas in Gesell.

NOTE: Students in other practicum settings can also support the teacher through such engagement and other ways as needed. (*Worth = 10 points*)

The course Supplementary text by Beloglovsky & Daly (2015): *Early Theories made visible*. PART 2 (Socio-emotional devpt) will guide our class discussion on how to model socio-emotional interactions in our practicum settings.

- 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 SHORT summary titled “**Focus Curriculum Summary**” 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 Summary** on a chosen curriculum. SET UP TIME 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 = 40 points*)

5. **Focus Curriculum Summary:** Based on your practicum journal entries, students will prepare 3 page 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 consult the document “*Focus Curriculum Writeup*”
- Identify curriculum & 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. Similarly, 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 major components of curriculum set up -Consult your journals for this section. Share only those observations/interactions that truly struck you as “extraordinarily incredible”. Remember: Curriculum and learners’ engagement are the critical components of this paper.
 - Suggestion on building up Curriculum: Share a few suggestions or ideas on how the curriculum can be further enriched in the classroom.
 - Reflection of Experience– Provide a brief discussion about what you learned from the practicum experience. Connect your discussions to at least two InTASC Standards. Be sure to describe/define the entire Standard

Worth = 20 points

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 “**FAMILY**” in at least 5 **curricula areas** – Art, Music Creative Movement, Creative Dramatics & Literacy. We will integrate DIVERSITY and STEM in the entire Unit Plan. This assignment will be further discussed during class meetings. (*Worth = 40 points*)

WEB SITES (A FEW EXAMPLES)

<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 - Reggio Emilia Community
www.reggiokids.com - Reggio Approach & More
<https://rokenbokeducation.org/education/stem-curriculum-teacher-resources> (STEM examples)
www.songsforteaching.com/educationalmusiccurriculumsubjects.htm (Music)

PLEASE NOTE THE FOLLOWING:

Assignments:

- ✓ 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)
- ✓ Curriculum Support of Art & Dramatic Play Areas in Gesell (10 points)

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Assignments, Points, Due Date

Assignment	DUE DATES	DUE TO	Points	INTASC Standards
Weekly Reviews of class topics	Weekly	*Group Leader & Dr. O	20	1, 2, 3, 4, 5
Group Participation & article review of class topics	Ongoing		20 per group 50% of participation	1, 2, 3, 4, 5, 6, 7, 8, 10
In Class Curriculum Projects – Presentation Summary & Reflection	10/19 (Art) 11/2 (CD) 11/16(Music) 11/30(CM)	D2L	20	1, 2, 3, 4, 5, 6, 7, 8, 10
Complete Lesson Plan on ART & Evaluations	12/14	D2L	40	1,2,3,6,9, 10
Focus Curriculum Summary	12/14	D2L	20	1, 2, 3, 4, 5, 6, 9, 10
Practicum Summary & Evaluation	12/14	D2L	40	ALL
Final Unit Plan	12/14	D2L	40	ALL
Gesell Center Support	Ongoing		10	
Gesell Modeling & Interactions	Ongoing		10	ALL
Attendance			30	

TOTAL = 250 points

GRADE OUTLINE

240 –250 = A 220 – 229 = B+ 200 – 209 = B- 180 – 189 = C >170 = D (failure)

230 – 239 = A- 210 – 219 = B 190 – 199 = C+ 170 – 179 = C-

Group leaders: Submit groups Folders to Dr. Ogunnaike on the last day of class

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COURSE OUTLINE:

- ❑ This is a road map; Tentative & subject to slight changes/modifications
- ❑ Readings are from (i) Course Text – Mayesky (2015); (ii) D2L – *Course articles, eReserve, ebooks* (iii) Handbook (TBD by Dr. O)
- ❑ **All groups will complete readings** except where specified

Date & Topic	Readings	Class Activities	Assignments
9/5 Introduction & Orientation Gesell Orientation**	NONE	Discuss Course Content Groups are formed Readings are identified *Conduct <i>Gesell</i> Orientation	<i>Clarify Readings for Next class</i>
9/12 Starting Out: Foundation: Socio-emotional Development; (eReserve readings on D2L) Gesell Orientation**	<i>All Groups Read</i> i) Beloglovsky & Daly (2015): <i>Early Theories made visible.- Part 2</i> - <i>5 Skills Kids Need Before They Read by Tyre 2009</i> - <i>Making Peace: Why- (Cleaver 20100</i>	Group discussion ON QUESTION ** Continue Gesell Orientation (If necessary)	<i>All groups answer the following Question</i> <u>What are those 3 skills, essentials that you will provide or teach as educators of young children</u>
9/19 UbD Framework of Planning & Assessment <u>Guest Speaker</u>	Come with your Qs & comments to class	-Guest Speaker – TBA -Alternative: Use SOE Lesson Plan framework	Students: Group Leaders – pls collect information about Practicum Placements of your group members – Name, Time/Day, Where
9/26 Theories, & Framework: (eReserve readings on D2L) Intentional Play (eReserve readings on D2L)	<u>ALL Groups read i-ii</u> i. Beloglovsky & Daly (2015): <i>Early Theories made visible.- Part 1</i>) ii. Gronlund's <i>Developmentally-Appropriate Play</i> -Chaps 3 & 5 (E-BOOK)	Groups discuss readings on theories Groups share findings on assigned Chapters What do you know about PLAY?	
10/3 Brain Research & classroom practices (eReserve readings on D2L) -STEM (eReserve readings on D2L)	i. <i>Linking brain principles to high quality ECE. By Rushton & Rushton</i> STEM: Heroman, C = What you need to know about----- iv. Ruzzi & Eckhoff: <u>STEM resources & materials for engaging learning experiences.</u>	Groups prepare examples of STEM projects for peers to try out.	

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Topics	Readings	Class Activities	Assignments
<p>10/10</p> <ul style="list-style-type: none"> ❖ Diversity: ❖ Teaching in a Global Classroom <p>(eReserve readings on D2L)</p> <ul style="list-style-type: none"> ❖ Persona Dolls <p>(eReserve readings on D2L)</p>	<p><i>-Every journey begins w/ a step.</i> By Tavangar, H.S</p> <p><i>- Taking your classroom global</i></p> <p><i>- Online collaboration: How to start.</i> By Lindsay, J</p> <p><i>- Window is open.</i></p> <p><i>- Storytelling with Persona Dolls.</i> by Bisson, J. R:</p> <p><i>g. Amaze Curriculum</i> by Thomas, M</p>	<p>Groups will share discussions on Globalization & Persona Dolls in the EC classroom.</p> <p>Dr. O will bring Persona Dolls</p>	<p>***Dr. O will prepare meeting charts to discuss Practicum LP and inform students</p>
<p>10/17</p> <p>Exploring ART in EC classroom: Integrate STEM & Diversity</p> <p><i>Art Group leads class discussion & Hands-on presentation.</i></p>	<p>Mayesky (2015) Text</p> <p>Chap 11</p>	<p>Art group facilitates discussion on the following:</p> <ul style="list-style-type: none"> -Importance of ART in EC classrooms; -Theories that support ART - Connection b/w readings & their hands-on thematic presentation -Theme that supports STEM & other ideas in ART 	<p>Students begin to sign-up to discuss <u>Practicum lesson plans</u></p> <p><u>Art Group submit SOE Lesson Plans & reflections into D2L</u> on 10/19/18</p>
<p>10/24</p> <p>Peer Review of Journals</p> <p>In Class preparation of ART Lessons for Practicum (pairs)</p>	<p>Pairs of Students will bring</p> <ul style="list-style-type: none"> -Typed Journals to class; -Peer Review Form - Practicum Lesson Plan to discuss ART ideas 	<p>- Journal Reviews</p> <p><u>Planning:</u> Pairs choose a book & write:</p> <ul style="list-style-type: none"> -reasons for choice -learning outcomes - activity & academic language - design rubrics/checklist for formative assessment 	<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>10/31 Exploring Creative Dramatics in the EC Classroom: Integrate STEM & Diversity</p> <p><i>CD Group leads class discussion & Hands-on presentation.</i></p>	<p>CD grp - ECE Pink Handbook -p. 147 – 155.</p> <p><u>ALL Groups read i-ii</u></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"> -Importance of CD in EC classrooms; -Theories that support CD - Connection b/w readings & their hands-on thematic presentation -Theme that supports STEM & other ideas in CD 	<p>Practicum Lesson Plan should be completed & ready for implementation. Check with your Cooperating Teacher.</p> <p><u>CD Group submit SOE Lesson Plans & reflections into D2L</u> on 11/2/18</p>

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Date & Topic	Readings	Class Activities	Assignments
<p>11/7</p> <p>Major assignments: Review & Practice</p> <p>Final Project & Focus Curriculum Summary</p>		<p>Focus Curriculum Summary</p> <p>Final Project Discussed in class</p> <p>Music group works on Presentation</p>	
<p>11/14</p> <p>Exploring MUSIC in EC classroom: Integrate STEM & Diversity</p> <p><i>Music Group leads class discussion & Hands-on presentation.</i></p>	<p>ALL Groups read</p> <p>-Mayesky – Chap 17</p> <p>-<i>Music Play: Creating centers for musical play</i> – Kemple et al., (eReserve reading on D2L)-Music Grp</p>	<p>Music group facilitates discussion on the following:</p> <ul style="list-style-type: none"> -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 <p><i>Feel free to share ideas from www.songsforteaching.com (web site)</i></p>	<p>Music Group submits <u>SOE Lesson Plans & reflections into D2L</u> on 11/16/18</p>
<p>11/21</p> <p>NO CLASS</p>	<p>HAPPY THANKSGIVING!</p>		
<p>11/28</p> <p>Creative Movement in EC classroom: Integrate STEM & Diversity</p> <p><i>Hands- on presentation & review</i></p>	<p>ALL Groups read:</p> <p>Mayesky – Chap 16</p> <p><u>CM grp read articles i-iii on e-Reserve on D2L</u></p> <p>i. <i>Dancing the Curriculum</i> by Skoning -</p> <p>iii. <i>Movement experiences for EC.</i> By Vagovic 2008;</p> <p>iii. <i>Young Children & Movement</i> – Dow, 2010</p>	<p>Creative Movement group facilitates discussion on the following:</p> <ul style="list-style-type: none"> -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 <p><i>Feel free to share ideas from www.songsforteaching.com (web site)</i></p>	<p>Group submit <u>SOE Lesson Plans & reflections into D2L</u> on 12/1/17</p>
<p>12/5</p>			<p><i>Submit:</i> Complete Lesson Plan (1) & Evaluations (Self & Head Teacher) to D2L</p>

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Date & Topic	Readings	Class Activities	Assignments
12/12 Presentations of Final Unit Plans		Final Unit Plans are presented Group Leaders: Submit group Folders of Weekly Reviews to Dr. O	DUE in D2L by 12/14/18 (i) Final Project & Rubrics, (ii) Focus Curriculum Report & Rubric (iii) Practicum Summary & Evaluation

PLEASE NOTE:

- Please submit all assignments by December 14, 2018.
- No extensions will be given to complete assignments.

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