

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 215 Music, Art and Creative Movement in ECE
Term and Year

INSTRUCTOR:	First and Last Name: Lee Higgins Email: Lee.Higgins@adjunct.chaminade.edu or higginsl001@hawaii.rr.com Work Phone: 293-8980 – leave a message Personal Phone (if given): 638-8883
OFFICE HOURS:	Prior to class or call instructor
TIME and LOCATION:	5:30 – 9:40 P.M. St. Joseph's School, Waipahu
TEXT:	Edwards, L. (2002). <i>The Creative Arts: A Process for Teachers and Children (3rd Edition)</i> . Upper Saddle River, NJ: Merrill-Prentice Hall. ISBN# 0-13-090896-7.
LIVETEXT:	Submission of Signature Assignment and other assignments as identified by instructor require a <i>LiveText</i> account. Login to <i>LiveText</i> at www.livetext.com
WEB-BASED COURSES:	Go to: http://webct.chaminade.edu Choose “login to my WebCT” and enter your student password. The course will be listed on the left side of the screen. Follow the commands. If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu
CATALOG DESCRIPTION:	Focus is on the support of the young child's development of a sense of rhythm through the use of appropriate songs and games. Creative use of the body in space will be explored. Students will learn how to support young children's creative expression by exploring various developmentally appropriate media. Materials fee. <i>Prerequisite: PSY 202</i>
MAJOR COURSE TOPICS	1. What is creativity; affective domain; how to develop. 2. Process vs. product 3. What is Art education 4. The elements and importance of: fingerplays, songs/action songs, rhythm instruments, drama, classical music. 5. The teacher's role in forming art integrated lessons. 6. The importance of play for young children. 7. Literature as enhancing creative processes.
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:	The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate: 1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and

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<p>All 5 program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.</p>	<p>assessments in the field of early childhood education.</p> <p>2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.</p> <p>3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.</p> <p>4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.</p> <p>5. (ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community</p>	
STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of young children's characteristics and needs. 2. Use developmental knowledge to create learning environment. 3. Use developmentally effective approaches. 4. Demonstrate the content knowledge in early childhood education. 5. Demonstrate the importance of connecting with children and family. (1A, 1C, 4A, 4B, 4C) 	<ol style="list-style-type: none"> 1. Assignments, readings, lectures, observations. 2. Development of activities, lesson plans and presentations. 3. Assignments, readings, lectures; developing activities and lesson plans. 4. Research paper; presentations; developing activities, lesson plans; observations. 5. Lesson plans/observations; letter(s) to parents explaining lesson(s) and its importance –also suggestions of follow-ups that can be done at home.
ACADEMIC REQUIREMENTS:	<p><u>5 mini assignments; weekly reflections; demonstrate a mini lesson showing process vs. product approach; develop an integrated lesson plan; teach an action song; 3 observations; family letters; research paper; quizzes; final exam.</u></p>	
Signature Assignment	<p>Portfolio – Containing: weekly personal reflections regarding how your new learning is affecting your ideas; lesson plans; all assignments/presentations; observations and questions; research paper; quizzes and any other items you might like to include involving this course of study.</p>	

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Other Assignments	Please see assignments.
Grading Scale	5 mini assignments = 50 points 3 observations = 15 points 1 research paper = 5 points Quizzes = 5 points Final = 10 points Portfolio = 15 points 90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D Below 59 = F
UNIVERSITY POLICIES:	<p>Attendance Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p>Writing Standards All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism. <p>Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory. 2. Paraphrasing the work of another without proper author acknowledgment. 3. Submitting as one's own original work (however freely given or purchased) the

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	<p>original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.</p> <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>
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WEEKLY SCHEDULE

No.	Date	Major Topic	Required Reading	Assignments Due
1	Wed.,04/09	What is Creativity? Getting to know you;go over syllabus and requirements.	Discussion/lecture/articles;process vs. product.	Write what you think “creativity” means-in class
2	Wed.,04/16	Process vs.product;affective domain;appropriate development of;guided imagery.	Read chapters 1,2,&3	Reflection for portfolio;mini lesson to demonstrate the difference between process and product approach;quiz #1
3	Wed.,04/23	Music/movement-it’s importance;what is music;the elements of movement	Read chapter 4;articles.	Reflection;make a musical instrument from things around the house;demonstrate how it works;write up directions;quiz #2
4	Wed.,04/30	Visual Arts:artistic process;teacher’s role;multiple intelligences;family’s role;connecting literature with the visual arts.	Read chapter 5	Reflection;teach the class an action song or fingerplay;put a copy in your portfolio-explain in writing why this is important. Quiz #3
5	Wed.,05/07	The importance of play;types of play;creative drama;connecting with children’s literature.	Read chapter 6	Reflection;bring a shoebox or similar box to next class;choose a children’s short story;quiz #4.
6	Wed.,05/14	Experimenting with three dimensional art;continuing development of the affective domain;involving multiple intelligences;familial support.	Read chapter 7	Reflection;we will make a diorama in class reflecting the story you have chosen. Playdough.Be prepared to discuss both processes and the purposes behind each;why is it appropriate.Quiz #5
7	Wed.,05/21	The importance of literature in the creative processes of young children;connecting with	Read chapter 8	Reflection;choose a fairy tale;make paper stick puppets,and bring to class to

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7	Wed.,05/21	The importance of literature in the creative processes of young children;connecting with multiple intelligences.	Read chapter 8	Reflection;choose a fairy tale;make paper stick puppets,and bring to class to demonstrate.(Could do a flannel board presentation instead).Develop questions for observations and bring to class.Quiz #6(bonus)
8	Wed.,05/28	The importance of integrating lesson plans with creative art experiences.	Read chapter 9	Reflection – include a definition of what is creativity as you see it now;3 observations due;work on 3-5 page research paper on an aspect of creativity with young children-APA style.
9	Wed.,06/04	Producing an integrated lesson plan that is meaningful and can be assessed.	NA	Research paper due;integrated lesson plan due.

Note: This schedule is tentative and is subject to change. Changes will be announced in class or via email.