

**Rutgers, The State University of New Jersey**

**ARTS AND THE YOUNG CHILD**

**05:300:304**

**Mondays 1:10-4:10 Spring 2014**

**GSE Room 25A**

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 Graduate School of Education  
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Instructor: Katelyn Clark	katy5878@yahoo.com
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Office Hours: 11:00-1:00 or by appointment.	
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

**Course Description**

This course introduces students to the relationship between creative and artistic activities and overall development and learning. Students will learn about and experience drama, movement, visual art, music and creative writing, individually and together, as well as the ways these activities stimulate and support imagination and creativity. Students in the course will experience the processes of these arts themselves and create products/presentations using various art forms. They will learn how to stimulate arts processes and lead arts activities with young children, how to talk about these activities with children, and how to evaluate and assess these activities. Students will observe young children as they participate in arts activities.

**Required Texts**

Edwards, Linda. *The Creative Arts: A Process Approach for Teachers and Children*. 5<sup>th</sup> Edition. Merrill/Prentice Hall Publishers, 2002.

Nachmanovitch, Stephen. *Free Play: Improvisation in Life and Art*. Tarcher-Putnam, 1990.

Paley, Vivian. *The Girl with the Brown Crayon*. The University of Chicago Press, 1998.

Other readings will be posted on the Sakai site for this course

## Course Requirements

**Attendance Policy** - If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - ½ grade, 3 classes - 1 full grade, 4 classes - failing grade.

- 1) Class participation (20%): Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. I will take note of participation in every class. A word of caution—on many weeks we will be doing art activities in class. **I recommend that you wear clothes that are comfortable to move around in and that you do not mind getting dirty. You may keep a smock in the classroom for use each week.**
- 2) Pinterest Board (5%) I have created a Pinterest board. This will be a place for us to collect ideas and inspiration for art activities for young children. You will be expected to engage in this sharing process throughout the semester, as a means of collecting and networking inspirational ideas for incorporating art in the classroom.
- 3) Arts observation (5%) Each of you will visit an early childhood classroom to observe and document how art is used in the classroom on both a formal and informal level. After the one hour observation, you will write up a brief summary of what you saw based on some questions I will provide. Students who are currently placed in a classroom will observe within their placement, and those that are not currently in a classroom will find an observation time at Rutgers Livingston Day Care Center.
- 4) Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30%): In groups of five you will prepare an art lesson/experience for the class of at least 45 minutes. The group will hand in a complete lesson plan one week prior to the activity, I will give feedback on the plan, and the following week the group will lead the activity with the class. At the completion of the activity each student in the group will write a 2-3 page reflection on the activity, including what went well (and why), what could be improved, and how this activity might be adapted to be done with young children.
- 5) Portfolio of Creative Activities with Children and Post-Activity Reflection (40%): Each student will plan and implement three art activities (at least one of which must be a performance art activity) with an individual child or a group of young children (8 years old or younger) over the course of the semester. The final portfolio will include:

- a) An introduction to the portfolio including the setting for the activities, the ages of the children, and your rationale for choosing these activities. This section should make some reference to readings or class discussions.
- b) Each of the three activities should include: a) a lesson plan, b) documentation of the activity (through photos, artifacts, video), and c) a 1 page reflection on what went well (and why), what could be improved (and why), and how you might use this activity in the future.
- c) A final discussion where you look across the three activities and discuss what you have learned or discovered about doing creative activities with children and about the role these activities play in learning and development. This section should also include reference to readings and/or class discussions.
- d) On the last day of class you will create a poster presentation of your 3 activities to present to the class.

## Evaluation of Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:304 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
- On lateness – If you need an extension of time on an assignment please contact one of us before the date when the paper is due.

## Letter Grade Equivalents

90-100	A
86-90	B+
83-86	B
78-82	C+
73-77	C
68-72	D+
60-67	D

Below 60 F

## Academic Integrity Policy

1. All students must follow the RU Code of Student Conduct which can be accessed at:  
<http://www.rci.rutgers.edu/~polcomp/judaff/docs/UCSC.pdf>
2. For information on the academic integrity policy, please go to:  
<http://judicialaffairs.rutgers.edu/>
3. A multimedia presentation on plagiarism can be found at:  
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

## Course Outline

### **Creativity, The Arts, and Learning and Development**

- |            |  |
|------------|--|
| January 27 | Introductions and overview of the course<br>Exploring our relationships to art and artistic activities<br>Creativity and Aesthetics—Theories of Creativity<br>Relationship between creativity, art, learning, development, and school.<br>Video: Arts in The Mind<br><br><b>Reading:</b><br><i>Ted Talk: Sir Ken Robinson Animated Video</i><br><br><i>NJPS: 1.1, 1.2, 1.5, 1.6, 2.4, 2.6, 2.8</i> |
| February 3 | Planning Creative Environments<br>Creating an Environment for Creativity and Playfulness<br>Art as part of an Integrated Curriculum and Art for Arts Sake<br>Process and Product<br>The Role of the Teacher<br><br><b>Reading:</b><br>Edwards: Chapters 1 and 2<br><br><i>NJPS: 1.1, 1.2, 1.5, 1.6</i>   |

February 10                      The Role of Play in Development

**Reading:**

Eisner, The Misunderstood Role of the Arts in Human Development.

*NJPS: 1.1, 1.2, 1.5, 1.6,*

**Playing Around with Artistic Activities**

In addition to assigned readings, over the course of the next few weeks I would like you to be reading Stephen Nachmanovich's, *Free Play*. I would like you to be finished, and to have participated in 3 weekly online discussions about the book by March 4<sup>th</sup>. Week 1 discussion is on pages 1-77, week 2 discussion is on pages 78-132, and week discussion is on the remainder of the book. There are other readings in addition to this, so keep ahead of the reading.

Performance Art

February 17                      Music and Movement

**Readings:**

Edwards: Chapter 4

Pica, R. (2009). *Learning by Leaps and Bounds. Make a little music. Young Children, 64 (6): 74-75*

<http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf>

Geist, K., & E.A. Geist. 2008. Do re mi, 1-2-3: That's how easy math can be-Using music to support emergent mathematics. *Young Children 63 (2): 20-25*

Smith, K. 2002 Dancing in the Forest: Narrative Writing through Dance. *Young Children. March 2002.*

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

February 24                      Storytelling and Literacy

**Reading:**

Collins, *Storytelling Skills or How stories teach what tellers learn*

Richards, *The Story is Just the Start*

Fredericks, *Developing Literacy Skills Through Storytelling*

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

March 3                      Improvisation  
Guest: Carrie Lobman  
Semi-structured dramatic play  
Learning to say Yes and...  
Performance and learning across the curriculum

**Reading:**

Lobman, C. *Unscripted Learning*, Chapter 1 and 2

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

March 10                     Theater and Drama

**Readings:**

Furman, L. 2000. In Support of Drama in Early Childhood Education, Again. *Early Childhood Education Journal* 27 (3): 173-178.

Friedman, S. 2010. Theater, live music, and dance: Conversations about young audiences. *Young Children* 65 (2): 36-41.

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

March 17                     SPRING BREAK NO CLASS

Visual Arts

March 24                     Introduction to the Visual Arts—Materials and Methods  
Setting up for Art Activities  
Open-ended v. Closed Materials  
Unusual Materials

**Readings:**

Edwards: Chapter 5

Loomis, K., C. Lewis, & R. Blumenthal. 2007. Children learn to think and create through art. *Young Children* 62 (5): 79-83.

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

March 31                     Two Dimensional Art Activities  
The development of skills over time  
All Kinds of Painting

**Reading:**

Edwards: Chapter 7

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

April 7

Three Dimensional Art Activities

Sculpture, Collage, Paper Mache

The use of found objects or “your garbage is our valuable art materials”

**Reading:**

Edward: Chapter 8

Wien, C.A., with B.-L. Keating, A. Coates, & B. Bigelow. 2008. Moving into uncertainty: Sculpture with three- to five-year-olds. *Young Children* 63 (4): 78-86.

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

April 14

Photography and Film Making

**Readings TBA.**

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

April 21

Literature and Artistic Expression

Children’s Book Illustrations as a Motivator for Artistic Expression

**Reading:**

Paley, *The Girl with the Brown Crayon*

*NJPS: 1.1, 1.2, 1.5, 1.6, 2.3, 2.6, 6.9, 8.1*

April 28

**ONLINE CLASS**

Imitation and Creativity: Exploring Adult Artists

**ASSIGNMENT:** Go to or attend a cultural activity this week (i.e. museum trip, play, music) and contribute to an online conversation on the experience.

**Reading:**

D’Addesio, J.A., B. Grob, L. Furman, K. Hayes, & J. David. 2005.

Social studies: Learning about the world around us. *Young Children* 60 (5): 50-57.

May 5

Portfolio Presentations  
Making Plans and Going Forward

*NJPS: 3.5, 6.4, 8.1*