

Art and the Young Child
05:300:304
Spring 2015
Mondays 1:10pm-4:10pm
GSE 25A

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Phone Number 848-932-0809	10 Seminary Place Room 238
Office Hours: Mondays 11-1pm (and by appointment)	Prerequisites or other limitations: None
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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

LEARNING GOALS

New Jersey Professional Standards for Teachers (2014)¹:

Standard One: Learning Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

ii. Essential Knowledge

- 1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

ii. Essential Knowledge

- 1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- 2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding
- 3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

- 2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, and global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
- 7) The teacher understands creative thinking processes and how to engage learners in producing original work;
- 8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 Content and Pedagogical Knowledge
- 1.2 Instructional Practice
 - Learning Experiences
- 1.6 Learner and Learning
 - Learning Experiences

Other description of course purposes, context, methods, etc.:

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

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

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.

Course Objectives

1. To introduce students to the relationship between creative and artistic activities and children's overall development and learning.
2. To provide students with the experiences, skills and knowledge necessary to design developmentally appropriate performance and visual art activities for young children.

Course catalogue description

This course will focus on drama, movement, visual art, music, and creative writing, individually and together, as well as imagination and creativity. Students in this course will experience the processes of these arts themselves and create products/presentations using various 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.

CLASS MATERIALS

Edwards, Linda. *The Creative Arts: A Process Approach for Teachers and Children*. 5th Edition. Merrill/Prentice Hall Publishers, 2009.

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

Paley, Vivian. *The Boy on the Beach*. The University of Chicago Press.

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

GRADING AND REQUIREMENTS

- 1) Class participation (15%): 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) Journaling (20%) Reflection is an integral part of learning that will help you discover the complex processes underlying your own learning and help you prepare to facilitate the

- learning of others. In your online entries you will share your thoughts about the readings and class experiences. This is a space where you can raise questions, concerns, or problems that you encounter in addition to sharing your discoveries and reactions. Journal entries will be posted to your blog on our Sakai site. You are responsible for posting entries during the assigned weeks by 3 p.m. on Sunday before class *and* commenting on the blogs of two other people for that week before our class meets on Monday.
- 3) 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.
 - 4) Portfolio of Creative Activities with Children and Post-Activity Reflection (35%): Each student will plan and implement three art activities (at least one of which must be an activity related to children's literature) 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.

Summary of Requirements

- Class participation (15%)
- Journaling (20%)
- Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30%)
- Portfolio of Creative Activities with Children and Post-Activity Reflection (35%)

Written work will be evaluated in terms of the following criteria:

- Completeness. All artifacts should be included and should conform to the expectations established for the assignment. (In other words, if the instructions say to include a 1-2 paragraph commentary, do so). If you are uncertain about the expectations, call, email, or meet with your instructor to clarify your understanding.
- Evidence of understanding of course content. Your work should demonstrate that you understand the ideas presented in the class and that you are able to apply the ideas in your work as a teacher. (In other words, your cooperative learning activity should clearly exemplify individual accountability and positive interdependence etc.)
- Evidence of professional habits of thinking and communication. Do you demonstrate the ability to reflect on your own practice? Does your personal statement demonstrate the capacity to support your ideas (or is it full of generalities like, “In my classroom, I will respect children,” without providing examples of how you will show respect)?
- Technical accuracy. Do you know the difference between it’s and its? Are your artifacts well-written and free of mistakes or would you be embarrassed to have parents (and administrators) read them?

Letter grade equivalents:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Attendance:

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.

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies. In addition, 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> and 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.

Web site: Registered students will have access to our Sakai site through their Rutgers Sakai portal at: Sakai.rutgers.edu. If you cannot access the site, please bring this to Kait's attention as soon as possible.

Course Schedule by Week

Date	Topic	Assignments
1/26/15	Introductions and overview of course	Reading: Eisner, <i>The Misunderstood Role of the Arts in Human Development</i> . Edwards: Chapter 1
2/2/15	What is Play (Part 1)? Planning creative and playful environments	Readings: Edwards: Chapter 2 Loomis, Lewis, & Blumenthal, 2007 Laughran, <i>Talking About Art</i> How to Ask Questions that Encourage Thinking Journal Entry
2/9/15	What is Play (Part 2)? From Dramatic Play to Theatrical Activities Pre-performance activities (Whipping Man)	Readings: Edwards, Chapter 6 Lobman, C. and Clark, K. (in press). From the dress up corner to the stage. To appear in <i>Young Children</i> . Friedman, S. 2010. Theater, live music, and dance: Conversations about young audiences. <i>Young Children</i> 65 (2): 36-41.
2/12/15 6:00pm-10:00pm	WHIPPING MAN PERFORMANCE	We will be attending a performance of the Whipping Man at the George St Playhouse (details will be provided in class)
2/16/15	Improvisation Post-performance activities (Whipping Man)	Reading: Lobman, C. <i>Unscripted Learning</i> , Chapter 1 and 2 Curtis & Carter, Chapter on Learning Journal Entry
2/23/15	Storytelling & Literacy	Reading: Collins, <i>Storytelling Skills or How stories teach what tellers learn</i>

		Richards, <i>The Story is Just the Start</i> Fredericks, <i>Developing Literacy Skills Through Storytelling</i> Paley, Preface through page 50
3/2/15	Music Making	Readings: Edwards: Chapter 4 Nachmanovitch pp 78-132 <u>And ONE of the following to be assigned in class:</u> 1. Pica, R. (2009). <i>Learning by Leaps and Bounds. Make a little music. Young Children, 64 (6): 74-75.</i> http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf 2. 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. <i>Young Children 63 (2): 20-25</i> 3. Smith, K. 2002 Dancing in the Forest: Narrative Writing through Dance. <i>Young Children</i> . March 2002. Journal Entry
3/9/15	Introduction to the Visual Arts— <ul style="list-style-type: none"> • 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. <i>Young Children 62 (5): 79-83.</i>
3/16/15	SPRING BREAK	
3/23/15	Drawing	Journal Entry
3/30/15	Literature and artistic expression Krista (Part 1)	Reading: Edwards: Chapter 8 Paley, <i>The Girl with the Brown Crayon (finish)</i> Journal Entry
4/6/15	Krista (Part 2) Painting	Reading: Kellogg compiled by Topal & Wright What do children learn when they paint? Journal Entry
4/13/15	Three Dimensional Art	Reading:

	<p>Activities</p> <p>Sculpture, Collage, Paper Mache</p> <p>The use of found objects or “your garbage is our valuable art materials</p>	<p>Edward: Chapter 7</p> <p>Wien, C.A., with B.-L. Keating, A. Coates, & B. Bigelow. 2008. Moving into uncertainty: Sculpture with three- to five-year-olds. <i>Young Children</i> 63 (4): 78-86.</p> <p>Journal Entry</p>
4/20/15	No Class	Work on Portfolios
4/27/15	Photography & Filmmaking	<p>Readings</p> <p>D'Addesio, Grob, Furman, Hayes, & David, 2005.</p>
5/4/15	Portfolio Presentations	