

## ED 152: CREATIVITY & THE ARTS

**Instructor:** Alicia Jabin  
**Phone:** 541-917-4689  
**E-mail address:** [jabina@linnbenton.edu](mailto:jabina@linnbenton.edu)  
**Office hours:** Thursdays on campus, or by appointment

### I. Course Description

Focuses on understanding and implementing a developmental approach to creative activities for young children. Involves hands-on experience with a wide variety of activities and mediums. Includes methods of presentation, observation, evaluation and child assessment. Emphasizes art, music and movement, dramatics, and creative play.

### II. Course Outcomes

*Students will be able to:*

- Plan developmentally appropriate art, music and movement, and creative drama or play learning experience, applying specific learning objectives.
- Present and evaluate developmentally appropriate learning experience which fosters creativity.
- Participate collaboratively in team meetings and presentations.

### III. Required Text and Materials

California Dept. of Education (2011). [\*CA Preschool Curriculum Framework \(Volume 2\)\*](#). Sacramento, CA: CDE. Available for purchase through CDE or use on the internet.

Pelo, Ann (2007). [\*The Language of Art\*](#). St. Paul, MN: Redleaf Press.  
Click on link to access e-book.

Course Packet on Moodle

### IV. How to be SUCCESSFUL in this course:

- Participate in weekly class “collaborative experience”
- Actively Participate in your small group weekly meetings
- Turn in completed Weekly Chapter Organizer notes.
- Turn in completed Weekly Checklist & Class Exercises.
- Use the course outline or the Moodle page to know when assignments are due.
- Turn in a Learning Experience Plan **for EACH topic**
- ECE AAS Majors: A “C” or better is required in this course to be eligible for practicum.

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### VI. Expectations about your skills and abilities as a student:

- Use the weekly checklist to guide your learning.

- Participate as a supportive teaching team member. Help others learn and grow.
- Meet with your assigned group weekly. You will be evaluated on your group participation.
- Stretch a bit beyond your ‘comfort zone’.
- Do your share of your work as a team member for your group project.
- Ask questions for clarity. You are responsible for your own learning. Be proactive.
- Schedule an appointment with me if you need additional support.

**VII. Grades will be based on the following required assignments:**

Assignments	Total Points	Your Points
Weekly Chapter Organizer notes (20pts wk x 9 weeks)	180	
Small Group Weekly Participation (10 pts wk & 20 pts comm with your group)	100	
Checklist & Class Exercises (20 pts wk x 10 weeks)	200	
Small Group Project	60	
Collaborative Experiences Sharing Forum	50	
observation #1	60	
Home Art	60	
Learning experience Plan Final: music	80	
Learning experience Plan Final - movement	80	
Learning experience Plan Final – drama	80	
Peer Evaluation Form	50	

Written assignments will be evaluated on the following:

- \* Creativity
- \* Detail and description
- \* Clarity & Quality
- \* Application of educational content to classroom experience or readings.

Please see the rubric below for additional guidance.

Curriculum ‘drafts’ will not be graded. They are required to be submitted on time, as a prerequisite to submitting the final curriculum plan for points. Please use feedback to create a final plan.

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. **Email me before or on the due date to use your late coupon.**

**Week 1-4 assignments will not be accepted after Week 5.**

**Week 5-9 assignments will not be accepted after Week 10.**

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
<b>What this means:</b>  Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		<b>What this means:</b>  Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			<b>What this means:</b>  Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			<b>What this means:</b>  Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		<b>What this means:</b>  Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 59% or less  
 900-1000      800-899      700-799      600-699      590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.*

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## VII. Calendar/Course Outline

Small Group Weekly Mtg Information	Topic	Readings due today	Assignments Due Today
<b>1</b>	Introduction to course: What is creativity?		<b>Due April 9</b> * Weekly Checklist & Exercises Review Course Packet & Moodle Page
<b>2</b> contact small group members	The creative teacher	2 articles	<b>Due April 16</b> * Weekly Checklist & Exercises * Week 2 Chapter organizer notes + Assign: Observation #1
<b>3</b> 1st small group meeting	Visual Art & Creating Art	p. 39-62 (CFP)	<b>Due April 23</b> * Weekly Checklist & Exercises * Week 3 Chapter organizer notes + Assign: Home Art Experience & Reflection
<b>4</b> Start small group Projects	Three-dimensional media	Ch. 4 (LA)	<b>Due April 30</b> * Weekly Checklist & Exercises * Week 4 Chapter organizer notes
<b>5</b> Continue Start small group Projects	Music	p. 63-85 (CFP)	<b>Due May 7</b> * Weekly Checklist & Exercises * Week 5 Chapter organizer notes
<b>6</b> Finalize small group project	Movement & Dance	p. 101-114; p. 176-191 (CFP)	<b>Due May 14</b> * Weekly Checklist & Exercises * Week 6 Chapter organizer notes + Assign: Small Group Project Due
<b>7</b>	Creative Drama	p. 86-110 (CFP)	<b>Due May 21</b> * Weekly Checklist & Exercises * Week 7 Chapter organizer notes + Assign: <u>Draft</u> Music Plan
<b>8</b> Peer Evaluation movement drafts	The Teacher's Role	Ch. 1 & 2 (LA)	<b>Due May 28</b> * Weekly Checklist & Exercises * Week 8 Chapter organizer notes + Assign: <b>Final</b> Music Plan
<b>9</b> Peer Evaluation Drama Drafts	Exploring Color	Ch. 6 (LA)	<b>Due June 4</b> * Weekly Checklist & Exercises * Week 9 Chapter organizer notes + Assign: <b>Final</b> Movement Plan
<b>10</b> Final small group meeting	Culture of Inquiry; Long-term Investigations	p. 105-120 (LA)	<b>Due June 11</b> * Weekly Checklist & Exercises * Week 10 Chapter organizer notes + Assign: <b>Final</b> Drama Plan
<b>11</b>			<b>Due June 21</b>

**The instructor reserves the right to make changes in the course schedule**

Every week activities and learning experiences are in purple. Additional class assignments are in black.

Here is a link to a [Visual](#) of how the class is organized and what your weekly responsibilities are.