

Mayville State University

EC 335 Art, Music, and Play in ECE (35013)

Spring Online Jan 13-March 9, 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

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Hours of Availability: I am happy to meet with you by Appointment, Phone, or Zoom

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Materials and Technologies

Required

Isabell, R., & Yoshizawa, S.A. (2017). *Nurturing creativity: An essential mindset for young children's thinking*. NAEYC

Murphy, L. (2016). *Play: The Foundation that supports the higher house of learning*. Rochester, NY: Ooey Gooey, Inc. (3rd edition)

May need to post pictures of assignments in JPEG Format

Blackboard Ultra

Materials: Students will need to purchase supplies or find art supplies like paint, paper, cardboard, etc. for 2D and 3D art projects, music and movement projects.

Complete some assignments with a child ages 4-7

Course Description

This course will explore music and movement, creative art, drama, and purpose of play in the early childhood and primary education classrooms. The creation, evaluation and selection of developmentally appropriate materials, equipment, and environments will be addressed along with strategies for early childhood and primary classrooms.

Pre-/Co-requisites: None

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Students will examine music and movement, creative art, drama, and play used in early childhood and primary classrooms (InTASC 1,4, NDECS 2, NAEYC 1,5, CECEC 1,5, SLO 2).
2. Students will examine creativity, creative thinking theories and processes (InTASC 1,4, NDECS 2, NAEYC 1,5, CECEC 1,5, SLO 1, 2).
3. Students will plan and create developmentally appropriate art, music and movement, and drama materials and activities for children in early childhood or primary classrooms (InTASC 1,4,7,8, NDECS 2, NAEYC 1,4,5, CECEC 1,5, SLO 1, 2).

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4. Students will plan and implement art, music, and creative thinking activities for children ages 4-8 (InTASC 1,4,7,8, NDECS 2, NAEYC 1,4,5, CECEC 1,5,6, SLO 1,2).
5. Students will create 2- and 3-dimensional art projects, art elements and principles foldable, and music elements foldable (InTASC 4, NDECS 2, NAEYC 5, CECEC 5, SLO 2).
6. Students will write reflections and a research paper to show their growth in learning, understanding of creativity, art, music and play in early childhood (InTASC 1,4, NDECS 2, NAEYC 1,5, CECEC 1,5, SLO 2).

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

InTasc Principles:

- **Standard 1: Learner 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.
- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ND Early Childhood Teacher Education Standards:

- **50037.1 PROMOTING CHILD DEVELOPMENT AND LEARNING.** Students use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
- **50037.4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- **50037.5 USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM.** Students understand the importance of developmental domains and content disciplines in an early childhood curriculum. Students design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

NAEYC Standards:

- **1 Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- **4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics

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and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

- **5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

CEC EC Standards

- **Standard 1: Child Development and Early Learning:** Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
- **Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience:** Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
- **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction:** Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Reinforced SLO 1 Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- Introduced Reinforced SLO 2 Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

Instructional Strategies

Written Reflection	Academic Writing
Inquiry & Research	Graphic Organizers
Discussion Forums	Critical Thinking

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language

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- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience
- Dues Dates are posted on the Assignments and Due Dates Documents.
- Writing Expectations: Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Participate in discussion forums in a professional manner.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in PreK methods and materials.

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the dropbox in Blackboard. If you have difficulty submitting assignments, please make me aware of this issue through email or phone.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion, it is up to you to take advantage of this allotted time.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.

Grading Scale

100-94 (475-445 pts) A 93-87 (444-411) B 86-80 (410-378) C 79-72 (377-340) D 71-0 (339-0) F

Breakdown of Grades

Research Paper 85 points Play Book Summaries 85 points Creativity and Creative Process Assignments/Discussion 50 point Art, Music Movement, Drama, Play Assignments 80 points Art Projects/Art Elements/Principles, Music Elements 120 points Art Projects/Music Movement/Drama Prop Assignments/Discussions 55 points Total 475 points

Enrollment Verification

Enrollment Verification: Introductions Activity Due Week 1

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

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Proctor Notification

No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

The 8-week course is laid out in detail on Blackboard. The assignments and due dates are posted in each weekly folder on Bb. Course Schedule is posted in Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

References / Bibliography

Bongiorno, L. (2014). *How Process-Focused Art Experiences Support Preschoolers*. Washington, DC: NAEYC.

Brown-DuPaul, J. (2012). *Using documentation panels to communicate with families*. Childhood Today.

Daly, L., Belogovsky, M. (2015). *Loose parts: Inspiring play in young children*. St. Paul, MN: Redleaf Press.

Fernando-Smith, L. (2023). *What Will We Make? Using Process Art to Spark Preschoolers' Development*. NAEYC.

Fox, J.E. & Schirrmacher, R. (2015). *Art and creative development for young children* (8th ed.). Cengage, Inc.

Kostelnick, M., A. Soderman, A. Whiren, and Ruppier, M. L. (2015). *Developmentally Appropriate Curriculum*. Pearson.

Murphy, L. (2016). *Play: The Foundation that supports the higher house of learning*. Rochester, NY: Ooey Gooey, Inc. (3rd edition)

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Murphy, L. (2020). *Lisa Murphy on being child centered*. St. Paul, MN: Redleaf Press.

NAEYC. (2015). *Expressing creativity in preschool*. Washington, DC: NAEYC.

PennState Extension (2023). *Art An Opportunity to Develop Children's Skills*. Office of Child Development and Early Learning.

Rydholm, K. (2022). *Inspiring creativity with blocks in the early childhood classroom*. Edutopia

<https://www.edutopia.org/article/inspiring-creativity-blocks-early-childhood-classroom/>

Virtual Lab School. (2023). Creativity: An introduction.

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