**EDCI 616: CREATIVE ARTS AND PLAY IN EARLY CHILDHOOD EDUCATION**  
Fall 2011

Instructor: Kathleen Nealon  
Sept 1-Dec 15 (Thursday Nights) 4:30-7:10  
Class Location: Research 1 Room 91  
Telephone: 703-475-2226  
Email: knealon3@masonlive.gmu.edu  
Office Hours: Before or after Class and by appointment

I. COURSE DESCRIPTION

An advanced course that utilizes the creative arts and play as central approaches to teaching and learning. It focuses on an integrated approach to an arts-based curriculum by examining authentic arts experiences and the role of play in children’s growth and development.

II. MODE OF COURSE DELIVERY

Classes will use small group discussions and student led projects to engage participants in interactive learning.

III. STANDARDS

National Board for Professional Teaching Standards for the Early Childhood Generalist Certificate:

- Standard I: Understanding Young Children
- Standard II: Equity, Fairness and Diversity
- Standard III: Assessment
- Standard IV: Promoting Child Development and Learning
- Standard V: Knowledge of Integrated Curriculum
- Standard VI: Multiple Teaching Strategies for Meaningful Learning
- Standard IX: Reflective Practice
NAEYC (2010) “Guidelines for All Advanced Degree Candidates:”

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
**NAEYC STANDARD 6. GROWING AS A PROFESSIONAL**
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**IV. STUDENT OUTCOMES**
This course is designed to enable students to:

A. Develop an understanding of the nature and function of play, the expressive arts, and creative thinking for young children;

B. Explain and apply theoretical bases of play, the expressive arts, and creative thinking;

C. Observe, facilitate, interpret, and utilize children's play, expressive activities, and creative thinking;

D. Address the needs of individual students with particular emphasis on working with diverse learners;

E. Assess and design creative, appropriate environments and learning activities for all children;

F. Utilize play, the arts, and creative thinking as integral components of the total curriculum.

**V. STANDARDS AND OUTCOMES**

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<thead>
<tr>
<th>Outcomes</th>
<th>NBPTS</th>
<th>NAEYC</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>I, II, IV, V, VI</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>B.</td>
<td>I, IV</td>
<td>1, 2, 4, 6</td>
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<tr>
<td>C.</td>
<td>I, II, III, IV</td>
<td>1, 3</td>
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<tr>
<td>D.</td>
<td>I, II, IV</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>E.</td>
<td>I, II, III, IV, V, VI</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>F.</td>
<td>V, VI</td>
<td>1, 3, 5</td>
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**VI. REQUIRED TEXT**
VII. COURSE REQUIREMENTS
Assignments

Weekly Chapter Reflections and Participation 20%   Outcomes A, B, C, D, E, F
Outside Reading 15%   Outcomes A, F
Arts Share 10%   Outcomes A, B
Arts Resource Notebook 15%   Outcomes A, B, C, D, E, F
Presentation of Integrated Project 10%   Outcomes A, B, C, D, E, F
*Integrated Project 30%   Outcomes A, B, D, E, F

*Designated Performance-based Assessment

Description of Assignments

Weekly Reflections: Complete the written teacher reflections for each of the 10 chapters. Please e-mail all reflections prior to the start of each class.
•PICK 2 OF THE DISCUSSION QUESTIONS AT THE END OF THE CHAPTER TO ANSWER. YOUR REFLECTIONS SHOULD BE BETWEEN 2 AND 3 PAGES LONG (LONGER IF NEEDED) BUT NOT A HUGE PAPER EVERY WEEK.

Outside Reading: Pick an outside text to read from the list. Prepare a presentation using the guidelines. (See following pages) Due: Nov 3

Arts Share: Bring in an article, resource, or lesson plan based upon specific topic areas (Drama, Dance, Music, Visual Arts) to share with classmates. (See following pages) Due: Oct 6, Oct 13, and Oct 20

Arts Resource Notebook: Compile a comprehensive resource notebook using both class and outside materials. (See following pages) Due: Dec 1

Integrated Project: Plan, conduct, and evaluate a classroom-based unit of study, which integrates play, the arts, and creative thinking (see attached task description and rubric). This is the performance-based assessment for this course. Due: Dec 8

Presentation of Integrated Project: Present and discuss the integrated project, videotape, and final analysis in class. Presentation should be organized, show depth of understanding of play, the arts, and creative thinking, and show depth of reflection on own planning and teaching. Use clips from the videotape to illustrate your points. Provide a one page summary for your colleagues. Due: Dec 8

Grading Scale

A = 94-100; A- = 90-93; B+ = 86 – 89; B = 80-85; C = 70 - 79; B = Below 70.
VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students are expected to abide by the following:

**Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

**Tardiness:** Prompt arrival for the beginning of class is expected.

**Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

**Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

**Assignments:** All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.

**Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

**Exceptionalities:** Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

**Computing:** Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

**Email:** Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

**APA:** Please follow all APA guidelines.

*Publication of the American Psychological Association. 6th ed. (2009).*
**Campus Resources**

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Sept 1</td>
<td>Welcome</td>
<td>Chapter 1 Foundations of Creative Thought</td>
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<td>Sept 8</td>
<td>Supporting Children’s Play, Games, and Inventions</td>
<td>Chapter 1 &amp; 2</td>
<td>Reflections: Chapter 1 (p. 30) and Chapter 2 (p. 69)</td>
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<td>Sept 15</td>
<td>Fostering Creative Thought and Expression</td>
<td>Chapter 3</td>
<td>Reflection: Chapter 3 (p. 100)</td>
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<td>Sept 22</td>
<td>NO CLASS</td>
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<td>Work on Readings (Chapters and Outside Reading Project)</td>
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<td>Sept 29</td>
<td>NO CLASS</td>
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<td>Work on Art Share assignment</td>
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<td>Oct 6</td>
<td>Visual Arts</td>
<td>Chapter 4</td>
<td>Reflection: Chapter 4 (p. 148) Art Share</td>
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<td>Oct 13</td>
<td>Music, Movement, and Dance</td>
<td>Chapter 5</td>
<td>Reflection Chapter 5 (p.192) 2 Art Shares</td>
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<tr>
<td>Oct 20</td>
<td>Drama</td>
<td>Chapter 6</td>
<td>Reflection: Chapter 6 (p. 229-230) Art Share</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Environments and Materials</td>
<td>Chapter 7 &amp; 8</td>
<td>Reflections: Chapter 7 (p. 272) and Chapter 8 (p.313)</td>
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<tr>
<td>Nov 3</td>
<td>Outside Reading Assignment</td>
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<td>Outside Reading Assignment Due</td>
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<tr>
<td>Nov 10</td>
<td>Assessments and Families</td>
<td>Chapter 9 &amp; 10</td>
<td>Reflections: Chapter 9 (p. 349) and Chapter 10 (p. 377)</td>
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<td>Nov 17</td>
<td>Individual Consultations on Integrated project</td>
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<td>Nov 24</td>
<td>NO CLASS-Thanksgiving</td>
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<tr>
<td>Dec 1</td>
<td>TBD</td>
<td></td>
<td>Resource Notebooks Due</td>
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<tr>
<td>Dec 8</td>
<td>Presentations</td>
<td></td>
<td>Integrated Projects</td>
</tr>
</tbody>
</table>

**Outside Reading Assignment**

*Note: All summaries are taken from Amazon.com or specific publisher websites and are not the words of course instructor. Summaries are provided ONLY to give students a general idea of the text topic in order to help students make a decision on text selection. Please notify instructor of your book choice.*


“Third Space tells the riveting story of the profound changes in the lives of kids, teachers, and parents in ten economically disadvantaged communities across the country that place their bets on the arts as a way to create great schools. The schools become caring communities where kids - many of whom face challenges of poverty, the need to learn English, and to surmount learning difficulties - thrive and succeed and where teachers find new joy and satisfaction in teaching.”

“Assembled by Editors Robin Redmond and Nick Rabkin, with contributions from key figures in the arts and education sectors, the book aims to explain why and how arts integration works, why and how it heightens student engagement, improves the culture and climate of schools, leads to deeper learning, and inspires the professional development of teachers. Drawing on the work of leading cognition experts, Putting the Arts in the Picture explains why arts integration has such power. It places arts integration within the long arc of efforts to realize the democratic promise of public education. It explores how other nations, including some of the most traumatized and impoverished, have mobilized the arts to focus young people's need to learn and grow. It suggests practical strategies - for educators, policymakers, school reformers, philanthropy, and parents - that can make arts integration broadly available to all children, irrespective of their educational level or family income.”


“How do the arts stack up as a major discipline? What is their effect on the brain, learning, and human development? How might schools best implement and assess an arts program?? Eric Jensen answers these questions C and more C in this book. To push for higher standards of learning, many policymakers are eliminating arts programs. To Jensen, that's a mistake. This book presents the definitive case, based on what we know about the brain and learning, for making arts a core part of the basic curriculum and thoughtfully integrating them into every subject. Separate chapters address musical, visual, and kinesthetic arts in ways that reveal their influence on learning. What are the effects of a fully implemented arts program? The evidence points to the following:
• Fewer dropouts • Higher attendance • Better team players • An increased love of learning
• Greater student dignity • Enhanced creativity • A more prepared citizen for the workplace of tomorrow • Greater cultural awareness as a bonus
To Jensen, it's not a matter of choosing, say, the musical arts over the kinesthetic. Rather, ask what kind of art makes sense for what purposes. How much time per day? What kind of music? Should the arts be required? How do we assess arts programs? In answering these real-world questions, Jensen provides dozens of practical, detailed suggestions for incorporating the arts into every classroom.”


“An examination of the cognitive implications of education in the arts to see how, or whether, individuals can develop their powers of thought more fully through widening their understanding of the arts. The author discusses three problems that can affect the status of arts within the classroom.”

"Abundance, Asia, and automation." Try saying that phrase five times quickly, because if you don't take these words into serious consideration, there is a good chance that sooner or later your career will suffer because of one of those forces. Pink, best-selling author of Free Agent Nation (2001) and also former chief speechwriter for former vice-president Al Gore, has crafted a profound read packed with an abundance of references to books, seminars, Web sites, and such to guide your adjustment to expanding your right brain if you plan to survive and prosper in the Western world. According to Pink, the keys to success are in developing and cultivating six senses: design, story, symphony, empathy, play, and meaning. Pink compares this upcoming "Conceptual Age" to past periods of intense change, such as the Industrial Revolution and the Renaissance, as a way of emphasizing its importance.

http://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,_Arts_and_the_Brain_ArtsAndCognition_Compl.pdf

“In 2004, the Dana Arts and Cognition Consortium brought together cognitive neuroscientists from seven universities across the United States to grapple with the question of why arts training, has been associated with higher academic performance. Is it simply that smart people are drawn to “do” art—to study and perform music, dance, drama—or does early arts training cause changes in the brain that enhance other important aspects of cognition? The consortium can now report findings that allow for a deeper understanding of how to define and evaluate the possible causal relationships between arts training and the ability of the brain to learn in other cognitive domains. The research includes new data about the effects of arts training that should stimulate future investigation. The preliminary conclusions we have reached may soon lead to trustworthy assumptions about the impact of arts study on the brain; this should be helpful to parents, students, educators, neuroscientists, and policymakers in making personal, institutional, and policy decisions.”


“This inspiring book leads the way to a new kind of advocacy one that stops justifying the arts as useful to learning other subjects, and argues instead for the powerful lessons that the arts, like no other subjects, teach our kids. Jessica Hoffmann Davis, a leading voice in the field of arts education, offers a set of principles and tools that will be invaluable to advocates already working hard to make the case and secure a strong place for the arts in education. She also reaches out to those who care deeply about education but have yet to consider what the arts uniquely provide. This book is for anyone willing to brave a new terrain in which the arts are finally embraced without apology!”

“Psychologist, author and Harvard professor Gardner (Multiple Intelligences: New Horizons) has put together a thought-provoking, visionary attempt to delineate the kinds of mental abilities ("minds") that will be critical to success in a 21st century landscape of accelerating change and information overload. Gardner's five minds-disciplined, synthesizing, creating, respectful and ethical-are not personality types, but ways of thinking available to anyone who invests the time and effort to cultivate them: "how we should use our minds." In presenting his "values enterprise," Gardner uses a variety of explanatory models, from developmental psychology to group dynamics, demonstrating their utility not just for individual development, but for tangible success in a full range of human endeavors, including education, business, science, art, politics and engineering. A tall order for a single work, Gardner avoids overly-technical arguments as well as breezy generalizations, putting to fine use his twenty years experience as a cognitive science researcher, author and educator, and proving his world-class reputation well-earned. Though specialists might wish Gardner dug a bit more into the research, most readers will find the book lively and engaging, like the fascinating lectures of a seasoned, beloved prof.”


“The activities that transpire within the classroom either help or hinder students learning. Any meaningful discussion of educational reform, therefore, must focus explicitly and directly on the classroom, and on the teaching and learning that occurs within it. This book presents a case for the development of classrooms in which students are encouraged to construct deep understandings of important concepts. Jacqueline Grennon Brooks and Martin Brooks present a new set of images for educational settings, images that emerge from student engagement, interaction, reflection, and construction. They have considerable experience in creating constructivist educational settings and conducting research on those settings. Authentic examples are provided throughout the book, as are suggestions for administrators, teachers, and policymakers.”

Assignment: You will have 8 weeks to read the book and complete the assignment for your presentation. Your presentation time will be approximately 30 minutes. Due: Nov 3

You will have a projector and computer available to you if you choose to create a digital presentation. Just make sure you bring a jumpdrive (or your own computer if you choose) with your presentation on it in order to load and view it. You may also present in other formats (i.e. A powerpoint IS NOT mandatory). Think poster, round table discussion, whatever works for you as long as it is well-prepared. You will need to write a short synopsis of your book, approximately 2-4 pages. Please bring enough copies of this for all class members and the instructor.
Elements to be included in presentation:

- A short synopsis of the book. What are the overarching ideas presented? Think globally. Please do not summarize from Amazon or other publication websites.
- How do the ideas, arguments, theories presented in the text apply to education?
- How do the ideas, arguments, theories presented in the text apply to teaching?
- What connections can you make between the text and our in-class discussions and your readings from the Isenberg and Jalongo text?
- What are your thoughts on the text? Personal reflections? Things that made you stop and think?
- How can you use what you learned from the text within your pedagogy? Classroom practices?
- What else would you like to learn about what you read (this can be both general and/or specific)?
<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Poor or non-existent organization.</td>
<td>Somewhat Organized.</td>
<td>Generally well organized.</td>
<td>Extremely well organized.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Does not clearly introduce the purpose of the presentation</td>
<td>Introduces the purpose of the presentation</td>
<td>Introduces the purpose of the presentation clearly.</td>
<td>Introduces the purpose of the presentation clearly and creatively.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information.</td>
<td>Includes some transitions to connect key points but there is difficulty in following presentation.</td>
<td>Include transitions to connect key points but better transitions from idea to idea are noted.</td>
<td>Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Presentation is choppy and disjointed; no apparent logical order of presentation.</td>
<td>Student jumps around topics. Several points are confusing.</td>
<td>Most information presented in logical sequence; A few minor points may be confusing.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td>Score</td>
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<tr>
<td>Ends without a summary of conclusion.</td>
<td>Ends with a summary or conclusion; little evidence of evaluating content based on Evidence.</td>
<td>Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.</td>
<td>Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.</td>
<td>Score</td>
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### Rubric for Outside Reading Assignment
**EDCI 616**

<table>
<thead>
<tr>
<th>Content Depth and Accuracy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Synopsis is not clear; information included that does not support thesis in any way.</strong></td>
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<td>Does not present any applications to education, teaching, or learning.</td>
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<td>Shows little evidence of the combination of ideas.</td>
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<td>Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.</td>
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<td>Presentation consistently is too elementary or too sophisticated for the audience.</td>
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<td><strong>Explanations of concepts and synopsis of reading are inaccurate or incomplete. Little attempt is made to tie in educational or teaching implications. There is a great deal of information that is not connected to the presentation thesis.</strong></td>
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<td>Does not make reasonable or well-informed connections between class text and discussions.</td>
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<td>Combines existing ideas.</td>
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<td>Enough errors are made to distract a knowledgeable listener, but some information is accurate.</td>
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<td>Portions of presentation are too elementary or too sophisticated for audience.</td>
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<td><strong>For the most part, speaker provides an accurate and complete synopsis of key concepts and theories, but focuses more on details</strong></td>
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<td>Applications to educational issues are included to illuminate reading but limited in scope.</td>
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<tr>
<td>Applications to teaching issues are included to illuminate reading but limited in scope.</td>
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<td>Combines existing ideas to form new insights using connections between class text and discussions.</td>
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<td>Synthesizes information to form personal reflections tied to pedagogy.</td>
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<td>Information completely accurate; all names and facts were precise and explicit</td>
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<td>Level of presentation is generally appropriate.</td>
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<td><strong>Speaker provides an accurate and complete global synopsis of key concepts and theories,</strong></td>
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<td>Applications to educational issues are included to illuminate reading.</td>
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<tr>
<td>Applications to teaching issues are included to illuminate reading.</td>
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<td>Combines and evaluates existing ideas to form new insights using connections between class text and discussions.</td>
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<td>Synthesizes information to form personal reflections tied to pedagogy.</td>
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<tr>
<td>Information completely accurate; all names and facts were precise and explicit</td>
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<td>Level of presentation is appropriate for the audience.</td>
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<tr>
<td>Use of Communication Aids</td>
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<td>3</td>
<td>4</td>
<td>Score</td>
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<td>Bland, predictable, and lacked “zip. Repetitive with little or no variety; little creative energy used. Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. Font is too small to be easily seen.</td>
<td>Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear. Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another. Font is too small to be easily seen. Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.</td>
<td>While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis. Font size is appropriate for reading. Appropriate information is prepared. Some material is not supported by visual aids.</td>
<td>Graphics are designed to reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all be even those in back of the class. Media are prepared in a professional manner. Details are minimized so that main points stand out.</td>
<td></td>
<td>/12</td>
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</table>
**Arts Share**

During the weeks in which we will cover the specific art forms, I am asking that you each contribute and present your contribution (approximately 5 minutes each). For each topic (Visual arts, Music, Dance, Drama) you will pick one to contribute: 1) an article, 2) a resource or 3) a lesson-plan. This means that you will pick one of these three twice because there are 4 topics. Please bring in enough copies of your contribution for all classmates and the instructor.

1) Article: Articles must be related to the topic of study. You can use the GMU portal to access the library, search ERIC, PsychInfo, etc.. to find either a research article, news article, or the like and then find it in the GMU online journals. You may also find articles on the Web, however, they need to be from a reputable source (i.e.: Time, Newsweek, NY Times, Washington Post, etc…)

2) Resource: I would like for you to find a resource for the topic. This may be an organizational website that has lesson plans, ideas, etc… It may be an organization that has great research, or a specific publication. It may be a book. It may also be a website that offers great information (such as lesson plans, etc) on integrating the particular art form (in some cases the sites will be multi-functional and cover many art forms). Print out the link or name of the resource with a quick summary of what can be found there and bring enough copies of it for your classmates and instructor.

3) Lesson Plan: I DO NOT expect you to write lesson plans! I want you to find a place in which they have already been done for you. You may copy a plan out of a text, from the web (make sure it is a reputable site), or another source. Your lesson plan must be related to the content. For example: if we are studying Visual Arts, then your lesson plan may be “Using drawing in teaching shapes.” Print it out and bring enough copies for your classmates and instructor.

All of the Arts Share contributions will go into your RESOURCE NOTEBOOK
**Arts Resource Notebook**

You will create an Arts Resource Notebook for this class. The purpose is for you to have a place to keep, in an organized place, all of the resources, plans, reflections, and ideas that you will learn and collect this semester. It is meant to be a resource for you within your classroom.

You will need to purchase a 3-ring binder and 5 tabs for the sections.

1) **Reflections:** Here is where you will put your weekly reflections after I respond to them and hand them back.

2) **Articles:** This section will have journal, newspaper, current articles and research related to creative thinking, the arts, and play in ECE. I will be giving you many of these to read and place in here. You will also be finding them and receiving them during the “ARTS SHARE.”
   - **In addition to the articles provided and shared in Arts Share, I ask that you find 2 other research studies: One related to Play and one related to Creative Thinking in ECE.**

3) **Resources:** This section is a place to keep track of resources that will help you in your practice. These can be website addresses, organizations, books, journals, material-related, or the like. It is there for you to quickly access what you might be looking for. You will also receive and provide some of these during “ARTS SHARE” and I will be sending you some as well.
   - **In addition to the resources provided in Arts Share, I ask that you find 2 additional resources that you think may be helpful.**

4) **Lesson Plans:** These are PRE-CREATED plans for you to use within your classroom. They can be related to anything in the arts, creative thinking, play, centers, etc. The idea is for you find resources, print them out and keep them in here so you easily have something at your finger-tips when needed. Again, you will be receiving and providing these during “ARTS SHARE” and I will also give you some as well.
   - **In addition to the lesson plans provided in Arts Share, I ask that you find 2 additional lesson plans or teaching strategies related to creative thinking, arts integration, or play.**

5) **Integrated Unit:** You will place your final Integrated Unit plans in this section.
GUIDELINES FOR INTEGRATED PROJECT

INTEGRATED PROJECT

The major project in EDCI 616 will help you to integrate the learning in your classroom as well as your own learning. At the classroom level, you will design a unit of study that integrates play, creative thinking, and the arts into content. As you develop your understanding of the role of play and the arts in education, you will also explore the NBPTS standards and begin to find correlations to your own teaching. The process you will go through will be similar to that of completing an entry for the NBPTS.

- Instructional Context: Observe and analyze your class in order to write an instructional context: a one-page description of your students and your teaching environment.
- Assessment: Assess your students.
- Planning: Plan and conduct a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment.
- Taping: At some point during the unit, videotape a twenty minute segment which demonstrates the teaching and learning in your classroom.
- Write-up and Reflection: Write about the experience including your initial assessment of students, the instructional plans and decisions you made, and a reflection of the experience (how well did the unit integrate play, creative thinking, and the arts to teach content?).

PRESENTATION

Throughout the course, students will share progress on the Integrated Projects. The opportunity to share helps give teachers a sense of purpose and support, helps educate others about the nature of projects completed, and stimulates the generation of other educational ideas.

Your final presentation should be organized, show depth in knowledge of content, and reflect an understanding of the issues involved in play-based, self-expressive learning experiences. It should also include a video clip.
V. Knowledge of Integrated Curriculum: On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished ECE teachers design and implement developmentally appropriate learning experiences that integrate within and across disciplines.

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1 (Not Met)</th>
<th>Developing 2 (Not Met)</th>
<th>Accomplished 3 (Met)</th>
<th>Exemplary 4 (Met)</th>
<th>Score</th>
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</table>
| Knowledge of how young children learn and DAP learning experiences Standards V & I | *No learning experiences enable children to create meaning*  
*No learning experiences are developmentally appropriate*  
*Provides no opportunities for purposeful play* | *Few learning experiences enable children to create meaning*  
*Few learning experiences are developmentally appropriate*  
*Provides few opportunities for purposeful play* | *Some learning experiences enable children to create meaning*  
*Some learning experiences are developmentally appropriate*  
*Provides some opportunities for purposeful play* | *All learning experiences provide for enable students to create meaning*  
*All learning experiences are developmentally appropriate*  
*Provides many opportunities for purposeful play* |     |
| Knowledge of Academic Content Standard V | *Includes no key concepts, ideas, and facts that are developmentally appropriate in the subject areas included*  
*Content is not accurate*  
*Not based on/tied to standards* | *Includes few key concepts, ideas, and facts that are developmentally appropriate in the subject areas included*  
*Some content is not accurate*  
*Some not based on/tied to standards* | *Includes some key concepts, ideas, and facts that are developmentally appropriate in the subject areas included*  
*Content is accurate*  
*Based on/tied to standards* | *Includes key concepts, ideas, and facts that are developmentally appropriate in the subject areas included*  
*Content is accurate*  
*Based on/tied to standards* |     |
| Knowledge of the Arts Standard V | *Includes no art*  
*Provides no opportunities for children to learn with, about and/or through the arts*  
*Provides no opportunities for self-expression*  
*Provides no open-ended experiences* | *Includes 1 of the arts*  
*Provides a few opportunities for children to learn with, about and/or through the arts*  
*Provides a few opportunities for self-expression*  
*Provides a few open-ended experiences* | *Includes 2 or 3 of the arts*  
*Provides some opportunities for children to learn with, about and/or through the arts*  
*Provides some opportunities for self-expression*  
*Provides some open-ended experiences* | *Includes 4 of the arts*  
*Provides many opportunities for children to learn with, about and/or through the arts*  
*Provides many opportunities for self-expression*  
*Provides many open-ended experiences* |     |
<table>
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<tr>
<th>Assessment Standards III</th>
<th>Beginning 1 (Not Met)</th>
<th>Developing 2 (Not Met)</th>
<th>Accomplished 3 (Met)</th>
<th>Exemplary 4 (Met)</th>
<th>Score</th>
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<tr>
<td><em>Includes no assessment of development; no pre- and post-assessment of content knowledge</em> <em>Includes no or only one kind of assessment</em> <em>Unit does not include formative assessments</em> <em>Assessments are not used to plan unit and make modifications for individuals to ensure successful learning</em></td>
<td><em>Includes little assessment of development; little pre- and post-assessment of content knowledge</em> <em>Includes few different assessments</em> <em>Unit includes a few formative assessments</em> <em>Assessments are used a little to plan unit and make modifications for individuals to ensure successful learning</em></td>
<td><em>Includes some assessment of development; some pre- and post-assessment of content knowledge</em> <em>Includes some different assessments</em> <em>Unit includes some formative assessments</em> <em>Assessments are used somewhat to plan unit and make modifications for individuals to ensure successful learning</em></td>
<td><em>Includes assessment of development; pre- and post-assessment of content knowledge</em> <em>Includes a wide variety of assessments</em> <em>Unit includes continuous formative assessment</em> <em>Assessments are used to plan unit and make modifications for individuals to ensure successful learning</em></td>
<td></td>
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<td>Design Standard VI</td>
<td><em>Only one teaching strategy is included</em> <em>Includes no or only one kind of resource</em> <em>Provides no opportunities for exploration and discovery</em> <em>Does not include opportunities for student choice</em></td>
<td><em>Includes a few teaching strategies</em> <em>Includes a few different resources</em> <em>Provides a few opportunities for exploration and discovery</em> <em>Does not include opportunities for student choice</em></td>
<td><em>Includes some teaching strategies</em> <em>Includes some different resources</em> <em>Provides some opportunities for exploration and discovery</em> <em>Includes opportunities for student choice</em></td>
<td><em>Includes multiple teaching strategies</em> <em>Includes a wide variety of resources</em> <em>Provides many opportunities for exploration and discovery</em> <em>Includes opportunities for student choice</em></td>
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<td>Integration Standard V</td>
<td><em>Unit is not organized around a key concept, big idea, or essential question</em> <em>No opportunities for connections within and across disciplines including the arts</em> <em>No opportunities for connections to own lives and/or real-life situations</em> <em>No integration</em></td>
<td><em>Unit is organized a little around a key concept, big idea, or essential question</em> <em>A few opportunities for connections within and across disciplines including the arts</em> <em>A few opportunities for connections to own lives and/or real-life situations</em> <em>Integration is not seamless</em></td>
<td><em>Unit is organized somewhat around a key concept, big idea, or essential question</em> <em>Some opportunities for connections within and across disciplines including the arts</em> <em>Some opportunities for connections to own lives and/or real-life situations</em> <em>Integration is somewhat seamless</em></td>
<td><em>Unit is organized around a key concept, big idea, or essential question</em> <em>Many opportunities for connections within and across disciplines including the arts</em> <em>Many opportunities for connections to own lives and/or real-life situations</em> <em>Integration is seamless</em></td>
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<td>Diversity and Multiple Intelligences Standard II</td>
<td>*No intelligences are included appropriately</td>
<td>*A few intelligences are included appropriately</td>
<td>*Some intelligences are included appropriately</td>
<td>*Most intelligences are included appropriately</td>
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<tr>
<td>Reflection Standard IX</td>
<td>*No reflection included</td>
<td>*Limited reflection</td>
<td>*Some reflection but superficial</td>
<td>*Strong Reflection (shows analysis, synthesis, and evaluation of work)</td>
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<td>Total Points</td>
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<td>32/32</td>
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Integrated Project Presentation Scoring

Name: ________________________________________________________________

_____/4 Shows depth of understanding of play, the arts and creative thinking

_____/2 Shows depth of reflection on planning and teaching

_____/2 Provides video clips from lesson to illustrate points

_____/2 One-page summary provided for classmates