

15800 Calvary Rd  
Kansas City, MO 64147

Course: ED 351 D & ND Teaching Creative Arts, Music & Movement  
Credit: 3 hours  
Semester: Spring 2025, Session 1 & 2 (January 13 – May 9)  
Time: 8:00 – 9:20 p.m., Tuesday & Thursday  
Instructor: Dr. Karen Hange [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu) Office: 124 Education Building

## I. DESCRIPTION

This course will provide opportunities to explore the educational understandings and principles for teaching visual art, music, movement, and dramatic play. Learning experiences will introduce a variety of methods, materials and activities that can be used to promote creativity and divergent thinking for children from birth through the primary grades. (Prerequisite: ED 190 & 247 or permission from the Education Department program director; must be officially admitted to Teacher Education program.)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

### A. General competencies to be achieved. The student will:

1. Recognize the central concepts, structures, **and tools of inquiry for teaching creativity, divergent thinking, and art-based learning experiences** that are meaningful and engaging for all students.
  - a. PLO-2, 6; MTS 1.1, 1.2, 1.5
  - b. Assignments: A, B, 1, 5, 6
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to **provide art-based learning opportunities adapted to diverse learners** that support the intellectual, social, and personal development of all students.
  - a. PLO-3, 4; MTS. 2.2
  - b. Assignments: A, 1, 2, 4, 5, 6, 7

3. Recognize the **importance of planning** and the integration of creativity and art-based learning experiences throughout the curriculum to individualize instruction and provide cultural connections to meet the diverse needs of learners.
  - a. PLO-2, 3; MTS. 3.2
  - b. Assignments: A, C, 5, 6
4. Understand how to use formative and summative **assessment strategies to assess learner's progress** and how to encourage children to set their own learning goals for the development of creativity and appreciation of art-based experiences.
  - a. PLO-5; MTS. 7.3, 7.4
  - b. Assignments: A, C, 3, 4, 5, 6
5. Prepare to seek opportunities to grow professionally, academically, and in your biblical ontology, in order to **positively impact learning for all students**.
  - a. PLO-1, 2; MTS. 8.1
  - b. Assignments: B, 3, 4, 5, 6

**B. Specific competencies to be achieved. The student will:**

1. Define creativity and **describe the process for developing creative expression** and divergent thinking in children through process-oriented activities & open-ended questions.
  - a. PLO-1, 2; MTS 1 & 4
  - b. Assignments: 1, 5, 6
2. Understand how to **select appropriate strategies** for developing creative expression and the relationship of multiple intelligences to address individual student needs through visual art, music, movement, and dramatic play.
  - a. PLO-2, 3; MTS 2
  - b. Assignments: A, B, C, 1, 5, 6
3. Demonstrate knowledge of how to **assess the progression of development** in the artistic expression for young children and to assist students in setting goals to develop creativity and divergent thinking as they self-reflect on their overall growth.
  - a. PLO-4, 5; MTS. 3 & 7
  - b. Assignments: 3, 4, 5, 6
4. Understand strategies for analyzing the **role of the teacher in promoting artistic expression** and enhancing creativity through student-centered experiences in visual art, music, movement, and dramatic play.
  - a. PLO-2,5; MTS. 8.2, 9.3
  - b. Assignments: A, C, 1, 2, 6, 7

**III. MATERIALS**

**A. Textbooks**

*The Bible* (see note below in course policies)

Moor, Evan. *How To Teach Art to Children*. Evan Moor Publishing Company: 2019.

(ISBN: 978-1629388755). \$13.19 Available on Amazon:

[https://www.amazon.com/gp/product/1629388750/ref=ox\\_sc\\_act\\_title\\_2?smid=ATVPDKIKX0DER&psc=1](https://www.amazon.com/gp/product/1629388750/ref=ox_sc_act_title_2?smid=ATVPDKIKX0DER&psc=1)

Bielawski, Blair. *Teaching Music to Children*. Lorenz Corporation: 2010. (ISBN: 978-

1429119610). \$25.99 Available on Amazon:

[https://www.amazon.com/gp/product/1429119616/ref=ewc\\_pr\\_img\\_1?smid=A2N73ZO1MK7B7A&psc=1](https://www.amazon.com/gp/product/1429119616/ref=ewc_pr_img_1?smid=A2N73ZO1MK7B7A&psc=1)

Gossett, Michael E. *Lesson Plans for the Elementary PE Teacher*. Routledge/Taylor & Francis: 2019. (ISBN: 978-1138597105). \$30.07 Available on Amazon:

[https://www.amazon.com/gp/product/1138597139/ref=ox\\_sc\\_act\\_title\\_1?smid=A3B6TJVF27R1RF&psc=1](https://www.amazon.com/gp/product/1138597139/ref=ox_sc_act_title_1?smid=A3B6TJVF27R1RF&psc=1)

## **B. Optional Resources**

Recorder—Available from Amazon for \$7.99 [https://www.amazon.com/Yamaha-YRS-](https://www.amazon.com/Yamaha-YRS-23Y-Soprano-Recorder-Natural/dp/B0014ZG676/ref=sr_1_4?crid=1GACXD3S7HR3W&keywords=recorder%2Binstrument&qid=1671416755&sprefix=recorder%2Caps%2C125&sr=8-4&th=1)

[23Y-Soprano-Recorder-](https://www.amazon.com/Yamaha-YRS-23Y-Soprano-Recorder-Natural/dp/B0014ZG676/ref=sr_1_4?crid=1GACXD3S7HR3W&keywords=recorder%2Binstrument&qid=1671416755&sprefix=recorder%2Caps%2C125&sr=8-4&th=1)

[Natural/dp/B0014ZG676/ref=sr\\_1\\_4?crid=1GACXD3S7HR3W&keywords=recorder%2Binstrument&qid=1671416755&sprefix=recorder%2Caps%2C125&sr=8-4&th=1](https://www.amazon.com/Yamaha-YRS-23Y-Soprano-Recorder-Natural/dp/B0014ZG676/ref=sr_1_4?crid=1GACXD3S7HR3W&keywords=recorder%2Binstrument&qid=1671416755&sprefix=recorder%2Caps%2C125&sr=8-4&th=1)

## **IV. REQUIREMENTS**

### **Weekly Assignments**

#### **A. Reading**

Read the assigned textbook section according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities.

#### **B. Discussion Posts**

There are many different opinions surrounding creativity and artistic expression. It is good for teachers to have a basic understanding of many different perspectives so that they can be better prepared to address parent concerns or discuss collaboratively with their colleagues. A variety of perspectives will be presented through the discussion board and students will articulate a response of agreement or disagreement to promote further discussion.

#### **C. Quizzes**

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

### **Assignments & Projects**

#### **1. Valuing Arts in Education School Visit**

As a class, we will visit a school that emphasizes the arts and observe the children in art,

music, or dance classes. Students will be given time to ask questions of the leadership to identify different philosophies and approaches for encouraging artistic expression in children. Write an 800-word reflection that includes ideas that can be incorporated into your future classroom.

2. **Literacy in the Arts Book Review.** Students will read and review 15 children's picture books about art or music. Students will submit an annotated bibliography of books read. They will do a read-aloud of one book for the class.
3. **Music Portfolio Collection**  
Students will develop a portfolio of 15 songs that can be connected to children's literature, composers, or historical time periods that could be incorporated into future interdisciplinary lessons. A copy of the music will be included along with a short paragraph that articulates the reason the song was selected and 1-2 activity ideas per song that enhance an elementary student's understanding of the lesson.
4. **Art Portfolio Collection.** Develop at least 10 samples that could be saved to use as models in your future classroom. Some of these samples will be done in class and should include a wide range of art skills.
5. **Teach an art lesson & PE lesson with children (2 experiences)**  
Develop an age-appropriate lesson plan for young children. Submit the lesson plan via Canvas. Gather all resources and supplies. Be sure to think through the instructions carefully and plan for mishaps. 😊 Arrange to teach to a group of at least 8-10 children in one location. Share your experience with the class. No PowerPoint needed. Write a reflection paper on this experience. See additional notes and guiding questions in Canvas.
6. **Emphasis on Creativity Day**  
Create a plan that could be used to fill an entire school day of activities based upon a theme centered on artistic expression. You will also develop a PowerPoint presentation so that you can share your ideas with the class. Your plan should integrate the common content courses as well as the artistic expression courses. Include activities to support the following areas:
  - Literature
  - Social Studies
  - Science
  - Math
  - Writing
  - Music
  - Visual Art
  - Movement & Games
  - Dramatic Play or Theater
  - Character Focus/Biblical Integration
7. **Virtual Field Trip Presentation**  
Plan a virtual field trip of an art museum. Get pre-approval for your site from the instructor so that each student is presenting on a different location. Be familiar with the layout of the museum and develop at least 8 thought-provoking, open-ended questions that will promote discussion and divergent thinking from a child's perspective. Students will present to the class and provide feedback on their peer's presentations.

## V. METHODS

### A. Teaching

- |                         |                      |
|-------------------------|----------------------|
| 1. Lectures             | 4. Projects          |
| 2. Group discussion     | 5. Writing           |
| 3. Research and reading | 6. Practicing skills |

### B. Grading

- |   |             |
|---|-------------|
| 1. Weight given to assignments:                     |             |
| Quizzes (10 points per quiz x 15 weeks)             | 150 points  |
| Discussion posts (10 posts x 10 points each)        | 100 points  |
| School Observation with Art Emphasis                | 100 points  |
| Literacy in Arts book reviews                       | 100 points  |
| Music Portfolio                                     | 100 points  |
| Art Portfolio                                       | 100 points  |
| Teaching Art Experience (2 visits x 75 points each) | 150 points  |
| Emphasis on Creativity Day                          | 100 points  |
| Virtual Art Museum Field Trip                       | 100 points  |
| Weekly Participation in Class or Online             | 500 points  |
| Total points for the class                          | 1500 points |

### 2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

### 3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

## VI. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

### B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

### D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION.

### E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

### F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

### G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

### H. The Clark Academic Center

**The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VII. TENTATIVE SCHEDULE**

Week	Dates	Class Topics	Assignments
1	Jan 14 & 16	Introduction—Overview & Pacing Cultivating Creativity & Elements of Art	
2	Jan 21 & 23	Elements of Art—Color/Value/Texture	
3	Jan 28 & 30	Elements of Art—Form/Space	No class on Tuesday—COGE
4	Feb 4 & 6	Famous Artists & Their Art	Virtual Art Museum Field Trip
5	Feb 11 & 13	Famous Artists & Their Art	
6	Feb 18 & 20	Elements of Music— Values & Standards	Teaching Demonstration # 1
7	Feb 25 & 27	Elements of Music— Pitch/Rhythm/Dynamics	Art Portfolio—15 samples
8	Mar 4 & 6	Elements of Music— Instruments & Note Names	
	Mar 11 & 13	SPRING BREAK—NO CLASSES	
9	Mar 18 & 20	Famous Composers	Valuing Arts in Education—a trip to Providence School of Arts
10	Mar 25 & 27	Folk Songs & Music & Movement	
11	Apr 1 & 3	Elements of PE Instruction— Movement Concepts & Standards	Music Portfolio
12	Apr 8 & 10	Movement Education— Kindergarten – 3 <sup>rd</sup> Grade	
13	Apr 15 & 17	Movement Education— 4 <sup>th</sup> – 6 <sup>th</sup> Grade	

14	Apr 22 & 24	Dramatic Play	Teaching Demonstration # 2
15	Apr 29 & May 1	Brain Breaks & Music & Movement	<i>Emphasis on Creativity Day</i> student presentations
16	May 6 & 8	Wrapping It Up	Literacy in the Arts—15 book reviews