

ARTS 310: Arts and the Young Child

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Explore literature, creative drama, visual arts, movement, and music for young folks (preK-5). Appropriate for people working with camps, church groups, school-aged kids of their own, future teachers, and for folks who just want to have fun!

Course Rationale:

As stated in the *Improving America's Schools Act of 1994*, "The Congress finds that the arts are forms of understanding and ways of knowing that are fundamentally important to education."¹ The 1997 National Assessment of Educational Progress (NAEP) report on arts education states that dance, music, theatre, and visual arts are crucial components of a complete education.² The NAEP places emphasis on Creating: expressing ideas and feelings in the form of an original work; Performing: performing an existing work calling upon interpretive or re-creative skills; and Responding: observing, describing, analyzing and evaluating works of art. "In any civilization - ours included - the arts are inseparable from the very meaning of the term "education." We know from long experience that *no one can claim to be truly educated who lacks basic knowledge and skills in the arts*. All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents, or disabilities. The arts should be an integral part of a program of general education for all students."³

The NC Teacher Handbook for Arts Education K-12 states:

- Arts education should promote interdisciplinary study; and integration among and across the arts and other disciplines.⁴

The excerpts above are reflected in the liberal arts mission of UNCA.

Required Reading:

ARTS 310: Course Packet

Why Mosquitoes Buzz in People's Ears, Verna Aardema

Liza Lou and the Yeller Belly Swamp, Mercer Mayer

Recommended Reading: Books on reserve in the library

Emphasis art, Wachowiak and Clements

Creative thinking and arts-based learning, preschool – 4th grade

Bringing art into the elementary classroom

Interdisciplinary approaches to curriculum: themes for teaching

Arts and learning: integrated approach to teaching in multicultural and multilingual settings

Hands-on art activities for the elementary classroom

Weaving through words: Using the arts to teach reading comprehension strategies

Course Format

The main art forms that will be explored are visual arts and creative drama, with some music and movement. The main objectives of this class are to familiarize you with the interdisciplinary nature of the arts; provide opportunities to practice specific skills appropriate for working with young folks; and to become aware of resources available to you as a teacher, parent, or child caregiver.

The course provides an interactive, hands-on, participatory studio experience. In addition, we will take a field trip to the Asheville Art Museum, and North Buncombe Elementary School. You're also expected to attend a play / performance of your choice. Instruction takes 2 main focuses. 1) You will be participating in the arts activities as they would be experienced by students. 2) You will be exposed to methods, techniques, and lessons from the facilitator's point of view for these same activities, and go "behind the scenes" of the activities.

Assignments:

Assignments are based on a portfolio process of evaluation. You will be given the skills and information necessary to complete the assignment, then given time to complete it related to a theme and age level of your choice. Working "smarter," not "harder," all your assignments are designed to provide experiences and resources for the construction of a thematic project / unit. Due dates will be discussed and agreed upon in class.

<u>Assignments</u>	<u>Pts.</u>	<u>Due Date</u>
2 Article /Journal reviews (2 x 5 pts. each: art, drama, music or dance)	10	_____
Story dramatization (template in packet)	10	_____
Play critique (template in packet)	10	_____
Visual Art lesson plan (10) and product (5) (template in packet)	15	_____
Visual Art Critique (template in packet)	10	_____
Arts-related Field Trip (plan 10, materials 5) (template in packet)	15	_____
Character profile & puppet (5), performance (5)	10	_____
Observations (1 art; 1 music <u>or</u> drama) (5 each)	10	_____
Self-reflection	10	_____
Integrated unit (discussed in class)	50	_____
Attendance and participation (-5 each ab)		
Total	150	

Grading:

Late work drops that assignment total 10% per class period. Final grades will be calculated from the following baseline (+ and – as appropriate):

135 - 150 = A (90%)

120 - 134 = B (80%)

105 - 119 = C (70%)

90 - 104 = D (60%)

Attendance:

Due to the hands-on, participatory nature of the class, missed activities and demonstrations are extremely difficult to make up. Each absence will result in the *loss of 5 points* from the course total. Likewise, excessive tardiness or early departures will accumulate toward point deductions.

Observations:

You are required to do 2 observations - in art, dance, drama, or music. You may use schools or other sites (discuss with me). Remember to dress appropriately and act professionally. You will complete the Observation Form on site, then submit your final version *word-processed*. Don't wait until the end of the semester!

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1. *Improving America's Schools Act of 1994*. H.R. 6, 103rd Congress, 2nd Session, 1994.
 2. Persky, H.R., Sandene, B.A., and Askew, J.M. *The NAEP 1997 Arts Report Card*, (National Center for Education Statistics), Washington, D.C.: NCES 1999-486.
 3. *National Standards for Arts Education*. Reston, Virginia: Music Educators National Conference, 1994.
 4. *Teacher handbook: Arts Education K-12*. Public Schools of North Carolina, State Board of Education, NCDPI, 1995.
 5. *UNCA Department of Education Policies & Procedures Manual*, UNCA, 2004-5.