



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

**EDUC 419 - Music, Art, Drama, and Movement in B-
K Education (Online)**

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

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I. COURSE DESCRIPTION:

This course centers on helping children express themselves in variety of ways in music, art, listening, movement, and drama. Emphasis is placed on integrating music, art, drama and movement into the content experiences. Selecting and evaluating learning materials and activities are stressed.

II. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

III. TEXTBOOK:

Mayesky, M. (2008). *Creative activities for young children* (9th ed.) Delmar. United States.

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

IV. Student Learning Outcomes:

NCDPI, FSU CONCEPTUAL FRAMEWORK ALIGNED WITH LEARNING OUTCOMES

NCDPI Standards	FSU Conceptual Framework	Learning Outcomes
Teachers establish a respectful environment for diverse population of students	Communication Knowledgeable and reflective educators	Observation Report
Teachers know the content they teach	Communication	Discussion Forums
Teachers know the content they teach	Research and leadership	Artist Research
Teachers facilitate learning for their students	Technological competence and educational applications	Website Reviews

Teachers establish a respectful environment for diverse population of students	Respect for diversity and individual worth	Assessment of Children's Artwork
Teachers facilitate learning for their students	Knowledgeable and reflective educators Technological competence and educational applications	Outdoor Learning Environment Design
Teachers establish a respectful environment for diverse population of students	Respect for diversity and individual worth	Review of Children's Books
Teachers facilitate learning for their students	Knowledgeable and reflective educators Technological competence and educational applications	Dramatic Play Area Design
Teachers know the content they teach	Communication	Homework Activities
Teachers know the content they teach	Respect for diversity and individual worth Knowledgeable and reflective educators	Lesson Plan
Teachers establish a respectful environment for diverse population of students	Technological competence and educational applications Working with Families	Parent Workshop

V. B -K Course Competencies:

Emergent Creative Arts: BK teachers understand the developmental sequence and use a wide range of learning experiences to facilitate children's

- creative expression through the visual arts, dance and creative movement, music, and drama
- representation of ideas
- familiarity with and appreciation of a variety of art forms and artists
- integration of arts to support learning in all content areas (including cultural diversity)
- apply creativity to problem solving, risk-taking, and critical thinking

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Students enrolled in this course are required to do the following:

1. read all assigned chapters from the textbook.
2. complete activities in each of the five modules: Introduction to creative activities, music, art, drama, and movement (100 points each - 50%)
3. take and pass all five tests (50 points per test- 25%)
4. observe for ten hours in a classroom with young children (25 points - 10%)
5. participate in the Discussion Forums (10 points each - 10)

MODULE I	Introduction to Creative Activities
MODULE II	Music in B-K Education
MODULE III	Art in B-K Education
MODULE IV	Drama in B-K Education
MODULE V	Movement in B-K Education

VII. COURSE REQUIREMENTS:

- Participate in discussion board assignments and all class activities
- Successfully pass all assessments.
Specific assignments are in each chapter.

VIII. GRADING:

Assignments and their weights are posted in the Blackboard Grade Center.

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

BELOW 60 = F