

EDTE 509: Creative Activities (Music, Art, Movement and Drama)
(2 units)

Time: 8:00 AM – 4:00 PM, M-F, Summer 2011

Room: MRH127, MRH102, and Warren Auditorium- see schedule

Instructor: Dr. Silvia Dubovoy

Email: dubovoys@sandiego.edu

Office: MRH246B

Telephone: USD- (619) 260-4298 MISD- (858) 535-0500

Office Hours: By appointment.

Course Description

This course provides an introduction to supporting the child's absorption of art and later creativity in reference to the visual arts, music, movement, and drama. Students will explore the importance of music for the development of the brain, the importance of movement for self-expression, and the connection between body, mind, and spirit. Students will research, design and demonstrate appropriate materials and activities in each of these areas for children from birth to six years. They will learn how to incorporate creative activities into the everyday life of the group in the infant community and primary environment.

In this course students will:

Outcome A: Academic Excellence, Critical Inquiry and Reflection

- Learn how to provide developmentally appropriate music for singing, dancing, listening, and moving for children from 18 months to six years of age.
- Identify the purpose and ages associated with basic creative activities for the Montessori classroom.
- Design materials and presentations for artistic expression which will provide for open-ended experimentation and exploration in order to ignite and facilitate a young child's curiosity.

Outcome B: Community and Service

- Collaborate with parents and the community in order to bring to the children all forms of artistic expression including cross-cultural instruments, songs, poetry, stories, and dance.
- Exchange children's songs, recipes, and art projects with a Montessori school in another country.

Outcome C: Ethics, Values and Diversity

- Fulfill the Internationalization requirement at SOLES by collaborating with a Montessori school in a different country and exchanging traditional and modern forms of artistic expression which are used in their particular country.

COURSE REQUIREMENTS

Required Texts:

- Montessori, Maria. (1989) *The Advanced Montessori Method Volume 1: Her Program For Educating Elementary School Children*. Oxford: Clio Press.
- Robinson, K. (2001). *Out of our Minds: Learning to be Creative*. Oxford: Capstone Publishing.

Reading

Class members are required to independently read all assigned materials and to prepare for discussion of the readings before coming to class. Active participation in every class session is expected.

Creative Activities International Project

Students will collaborate with Montessori school overseas in order to compile a reference book which highlights several aspect of artistic expression native to various countries—cooking, singing, and crafts-- and demonstrates how to create age-appropriate individual and group lessons around those themes. Each student will choose one school in a particular country to focus on, and will create lesson plans for 5 recipes, 1 song, and 2 crafts from their chosen country. At the end of the course the students will compile their lessons into a handbook which they will share with each school that has participated. The Creative Activities International Project is due on 7/7 and counts for 70% of the class grade.

Personal Reflection

Students will write a 2-4 page personal reflection paper describing their experience interacting with a school in a different country and exchanging artistic activities for young children. They will comment on how this experience has personally transformed them and prepared them to work with a wide array of culturally diverse students. The personal reflection is due on 7/9 and counts for 20% of the class grade.

Participation

The participation portion of the grade is based on attendance (which includes being on time) and also on the quality of contributions that a student makes during class. Because this program is intense, we expect you to make every effort to come to class and to notify us if you are unable to do so by emailing dubovoys@sandiego.edu.

Notes

- All assignments are due by 9:00 a.m. on the appointed due date. Late submissions will be penalized up to one half letter grade per day. Extensions will be granted only in extreme personal circumstances and must be requested in writing at least 5 days prior to the due date. Extensions will be verified in writing and the student should not assume that the extension has been granted unless she has received written approval from Dr. Dubovoy.
- All work must be submitted in hard copy form. (Electronic copies of songs may be attached to the project and are welcome.)

Assessment Criteria

1) Creative Activities Project, DUE 7/7	70%
2) Personal Reflection, DUE 7/9	20%
3) Participation	10%

Grading

A	=	94-100%
A-	=	90-93%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%
C+	=	76-79%
C	=	73-75%
C-	=	69-72%
D+	=	66-68%
D	=	63-65%
D-	=	60-62%
F	=	Below 59%

Grade of Incomplete:

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A petition for a grade of incomplete must accompany all request for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session of a grade or a grade of F is permanently calculated in the overall grade point average. Any attempt to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation:

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Statement on Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university.

Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- a paraphrase of another person's spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> . (The bulleted material above is from this website.)

EDTE 509 Creative Activities

Creative Activities International Project Guidelines

SOLES requires that all students have an international experience in order to graduate. This project has been created to fulfill that requirement.

In this class each student will collaborate with a Montessori school overseas in order to compile a reference book that highlights several aspects of artistic expression native to various countries—cooking, singing, and crafts—and demonstrates how to create age-appropriate lessons around those themes.

Each student will choose one school in a particular country to focus on, and will create lesson plans for five recipes, one song, and two crafts from their chosen country. Each student's work will be evaluated separately, but at the end of the course students will have the opportunity to combine their individual contributions into one larger reference book which they can then share with each of the schools who participated in the project. Because the final product is a collaboration, this is in one sense a group project. However, the actual work involved in the project is individual and students will receive grades based on their own lessons that they create related to one particular country.

Text should be 1.5-spaced with 12 point font. Please use standard 8 ½ x 11 size paper so when we combine the projects the pages are the same size.

Your project should have the following components:

- 1) Cover page: name, date, name of project, course, and instructor.
- 2) Introduction to your country and school: Set the stage for the reader who may not be familiar with the area of the world you are focusing on by giving a general description of culture, climate, basic history, etc. Briefly describe the school you interacted with, what kind of population it serves, and any interesting history on how or when it was established. (1-2 pages)
- 3) Five recipes: You may use recipes that your school has already found to be successful, or you may adapt recipes from that country for a Montessori environment. Either way, your task is to present five recipes that are culturally authentic and age-appropriate. Please note that these recipes should be written like lesson plans so that any Montessori guide could read them and understand how to present them to children.
- 4) One song: It is your task to select one song that represents your country of choice and to describe it in such a way that a person who has never heard it can understand a) the melody b) the lyrics and c) how to present it to children. For (a) you could make a recording on a CD, find an existing recording of the song and copy it, find a copy of the musical notation, or write the notes yourself in musical notation, (b) can be written in words and (c) is up to your judgment—Would you say the words first, then sing them? Sing a few measures and then add more when the children have memorized the first part? Play a recording of the song during chores for a few days before formally introducing the song in a small group? Would you explain any vocabulary from the song or discuss any themes from the song? If the song is not in English, would you translate specific words into English or describe what the song means in general?

- 5) Two crafts: These crafts can be based on ideas given to you by your overseas collaborating schools, or you may create the crafts yourself based on research you have done on the country. Either way, the crafts should be somehow reflective of the culture and experience of the people in your chosen country. Give some background on why you chose these crafts. Are they traditionally done by adults in that culture or are you starting with a product or activity native to that country but incorporating a technique that you know to be successful with young children based on your own personal experience? How do these crafts reflect the spirit of the country you are focusing on? What could the children do with these crafts when they are completed?
- 6) Please include a brief note on a final page thanking the school that assisted you with your project and anyone else who contributed to your final product. This page could also have any closing remarks about your experience.
- For each lesson, specify which *age range* it is suited for and how one might adapt it to younger or older children.
 - Include diagrams, pictures, or photographs to illustrate your instructions. Crafts can be represented by samples or sketches.
 - For each lesson, specify whether this lesson is *individual or group*.
 - **OPTIONAL**: Mention other related activities that a guide could use to supplement the lesson. For example, if you are preparing bread the guide could bring in wheat and talk about how wheat grows or the class could sprout some grain or blind taste different kinds of bread, etc.

Please focus on making your presentations clear, concise, and appealing. Imagine that you had purchased a reference book on incorporating creative activities into the Montessori classroom. Would you find these presentations practical to present? Would your students enjoy them?

Grading

Lessons: 10 points each x 8 lessons = 80 points

Introduction: 15 points

Formatting: cover sheet, final page, font size, etc. 5 points

Total: 100 points

Lessons will be graded on how well they reflect what you know about how to write a lesson (words on right, pictures on left, description is clear and detailed), what you know about children (appeal to sensitive periods, incorporate points of interest, involve the hand, etc.), and what you have learned about your chosen country.

Projects are due in hard copy form on Thursday, July 7th by 9:00 a.m. to Dr. Dubovoy in Room 127.

We look forward to receiving your projects!

EDTE 509 Creative Activities

International Experience Essay Guidelines

Please write a 2-4 page personal reflection describing your experience with the Creative Activities International Project, addressing the following prompts:

1. What was the experience?
2. Describe the participation in the experience. What did you do during the experience?
3. Discussion of the learning. What new information and ideas did you gather from the experience?
4. Reflective discussion of the connections between your participation in this activity and your prior beliefs and experiences. How did this experience support or contradict any prior beliefs you may have held based on your USD readings/coursework related to the profession of teaching?
5. Discussion of potential applications. How will you use the learning experience from this international experience to inform your future academic, professional, and/or personal interactions?

The paper must be 1.5-spaced with 11 point font. You will be evaluated on clarity, how well you address the 5 prompts, and the depth of your personal reflection.

It is expected that your essay will follow standard conventions of the English language with respect to spelling, punctuation, grammar, and syntax. The essay does not need to follow APA format; however, it should be well organized with an introduction, logical progression of paragraphs, and a conclusion. Include a title page. (The title page does not count toward the 2-4 page requirement)

Your name and the date, as well as the name of the course and instructor should be clearly visible.

Papers are due by 9:00 a.m. on 7/11 in Room 127 to Corina Allende. (The syllabus lists 7/9 as the due date but it will be difficult for you to submit the papers on a Saturday so you can submit them on Monday morning.)

IMPORTANT: Since this paper is related to the fulfillment of your international experience requirement for USD please email a copy of your paper to Dr. Quezada by 7/11.

We look forward to receiving your papers!

June 14, 2011

To Whom It May Concern:

This letter confirms the enrollment of _____ in the 2010-11 Association Montessori Internationale 0-6 Teacher Training Course/M.Ed. at the University of San Diego. This is an intense 13 ½ month program that enables students to earn a Master of Education in Curriculum and Instruction with a specialization in Montessori as well as the AMI diploma for ages 0-6.

Our students are in the final semester of their program and they need your help to complete a project about incorporating **multicultural artistic activities** into Montessori environments. Each student will focus on a school in a particular country, and collaborate with them to collect **5 recipes, 2 crafts, and 1 song** that are culturally authentic and age-appropriate for Montessori classrooms that serve ages 0-3 and/or 3-6.

If you could share any of the following information it would be greatly appreciated:

- 1) Either some recipes that you already use in your classrooms, or some simple, traditional recipes that our students could adapt for young children.
- 2) Either some crafts that you already use in your classrooms, or some simple, traditional crafts that our students could adapt for young children.
- 3) One or two songs that young children enjoy singing in your country.

The students will need to represent the song so that anyone can learn the melody so if you have a recording or musical notation that will help the students to convey the melody in their project. They will also need to write some background information on your school. If you have a website they can probably get the information that way, otherwise please consider sharing a little about your school—its history, the population it serves, etc.

Finally, we have twelve students in this program and they will be gathering each of their projects into a single handbook of international artistic activities adapted for use in Montessori classrooms. The students would be happy to share the final product with you!

Since this is an intensive course, the project is due quite soon—**Thursday, July 7th**. Thank you for assisting our students to connect with their international Montessori family. With your help we hope to create a resource that can enrich Montessori environments across the globe!

If you have any questions please feel free to contact me at Nasreen@sandiego.edu or (619) 260-4298.

With much appreciation,



Nasreen Yazdani
Program Coordinator,
Montessori M.Ed., University of San Diego