



EDUCATION

PATHWAY: Early Childhood Education
COURSE: Human Growth and Development
UNIT: Creative Development: Music, Art, and Dramatic Play



INTRODUCTION

Annotation:

Music is a powerful form of communication through which every culture speaks. It is an important form of communication between adults and children. Music experiences can build creativity when children are urged to experiment, explore, and express themselves. Music can enhance the expression of feelings and thoughts. Teaching music is an important part of an early childhood program. It nurtures the development of children's minds, bodies, and emotions. Art promotes physical, emotional, social, and cognitive growth in children. Art activities are open-ended learning experiences. Through their own creativity, children express their ideas, as well as their emotions. Dramatic play allows children the chance to try out many roles. Through this play, children grow physically, socially, emotionally, and cognitively. With proper teacher guidance and age-appropriate materials, dramatic play can be an excellent form of play for children.

Grade(s):

| | |
|---|------------------|
| x | 9 th |
| x | 10 th |
| x | 11 th |
| x | 12 th |

Time: 20 HRS

Author: LaDonna Steele Bartmas

Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-HGD-11 –

Students will analyze ways to encourage and guide the creative development of children ages birth to five years of age.

- a. Plan, implement, and evaluate developmentally appropriate music and movement activities.
- b. Plan, implement, and evaluate developmentally appropriate art activities.
- c. Plan and implement opportunities for dramatic play.

GPS Academic Standards:

- ELA9-12W2
- ELA9-12W3
- ELA9-12W4
- ELA9-12C2
- ELA9-12RL5
- ELA9-12LSV1
- MC3P1
- SCSh7



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Music can be used to teach many skills.
- Teaching music is an important part of an early childhood program. It nurtures the development of children's minds, bodies, and emotions.
- The music center in the classroom should be designed to encourage participation in music and movement activities.
- Music and movement activities should be planned in consideration of the ages, abilities, interests, and experiences of the children.
- Art experiences are important open-ended learning experiences.
- Art promotes physical, social, emotional, and cognitive growth in children.

- Children move through three distinct stages as they build art skills.
- Through dramatic play, children grow physically, socially, emotionally, and cognitively.
- With proper teacher guidance and age-appropriate materials, dramatic play can be an excellent form of play for children.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are the benefits of music experiences?
- What is the teacher’s role in music experiences?
- What should be considered when scheduling music activities?
- What are some various movement activities?
- How do movement activities promote children’s development?
- How does art promote physical, social, emotional, and cognitive growth?
- What are some techniques for guiding art experiences?
- What are the stages of art skill development?
- What are some art activities suitable for young children?
- What are the benefits of dramatic play?

Knowledge from this Unit:

- Importance of music and movement on a child’s development
- Factors to consider when planning music activities
- Importance of art on a child’s development
- Factors to consider when planning art activities
- Importance of dramatic play on a child’s development

Skills from this Unit:

- Explain the benefits of music experiences
- Outline the teacher’s role in music experiences
- List considerations for scheduling music activities
- Plan a variety of music activities
- Explain how to teach various movement activities
- Describe movement activities that promote children’s development
- Explain how art experiences promote physical, social, emotional, and cognitive growth
- Describe techniques for guiding art experiences
- List the stages of art skill development
- Plan a variety of art activities suitable for young children
- Summarize the benefits of dramatic play
- Prepare the classroom environment and guide dramatic play activities



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
Body percussion, pantomiming, collage, bridging, role-playing, dramatic play, socio-dramatic play
4. Have music playing when students enter the room. Turn the music off and ask students to use words to describe the way the music makes them feel. How might young children react to the same music? How can music help children express themselves? (11a)
5. Ask students to name the types of music to which they like to listen. Have students discuss how they feel when they listen to that music. (11a)
6. Gather a collection of a variety of types of music on a CD. Have students discuss the moods created by the different types of music. Students should also discuss which types of music they liked, disliked, and why. (11a)
7. Have students brainstorm a list of items that could be used to make instruments. (11a)
8. Have students prepare a file for finger-plays. (11a)
9. Have students research articles on the types of songs that are most enjoyed by children. Have them write a paper on the qualities that make a good children's song and include examples of popular songs. (11a)
10. Ask students to list ten items they would place in a music center, explain why each item was chosen, and describe how each could be used in activities. (11a)
11. Instruct students to listen to songs composed for young children. What features did they note in these songs that make them suitable for children? (11a)
12. Invite guests to the classroom who play different musical instruments. Have them demonstrate their instruments and explain how they work. How did they learn to play? What benefits does playing an instrument give them? (11a)

- 13.** Obtain a variety of items such as empty coffee cans, beads, string, rocks, wood, and sandpaper. Have students use the items to create musical instruments that children could make and use. Ask them to demonstrate their instruments. What are the benefits of allowing children to make their own instruments? (11a)
- 14.** Provide half the students with a blank paper and crayons. Provide the rest with a page from a coloring book and crayons. Ask students to color a picture on their page. Afterwards, discuss how the experienced differed. Why does a blank page offer more opportunity for creativity than a printed one? (11b)
- 15.** Show the “Art in ECE” PowerPoint. (11b)
- 16.** Have students investigate the development of children’s art by reading an article on the subject. Students will find that children’s art develops in a sequential way, with early drawings of people having only heads, legs, and arms, and later drawings adding torsos, necks, and other details. Have students write a summary of their findings and present them to the class, using an example of a child’s drawing. (11b)
- 17.** Divide the class into groups. Assign each group a different type of art activity, such as finger painting, modeling, or pasting. Give groups three to five minutes to list considerations to keep in mind when planning activities of that type. Have each group share their results with the class. (11b)
- 18.** Pair students up and give each pair a picture drawn by a preschooler. Have one student play the role of the preschooler while the other, playing an adult, responds to the art with either appropriate or inappropriate comments. Have students switch roles. Which comments were most positive? How did the “preschoolers” feel when asked, “What is it?” (11b)
- 19.** Have students collect the artwork of children of various ages. Students should try to categorize each work by the stages of creative development in the visual arts. Display the works with the stages labeled. Students should then examine the artwork and find examples of ways children show spatial relationships, exaggerated sizes, transparencies, and other designs. (11b)
- 20.** Discuss the value of coloring books and teacher-prepared art projects vs. free-form drawings, paintings, and collages. Gather items, such as milk containers, egg cartons, pieces of fabric, toothpicks, and string. Have students choose one of the items and create an art project out of it. Have students present their projects to the class. (11b)
- 21.** Have students find recipes for homemade craft media such as paint, modeling dough, and paste. Break into groups and have each group test one or more of the recipes. How does the finished product compare to similar purchased products? Compile the best recipes in a booklet. (11b)

22. Have students develop an original art project for children, including a complete lesson plan and a sample of the finished product. (11b)
23. Hold up a variety of dramatic play props. Ask students to name dramatic play activities or roles that each prop brings to mind. For example, an apron could suggest a baker or a fast-food worker. List students' ideas on the board and discuss. Where did their ideas for dramatic play come from? Which props can be used in many different ways? How can teachers encourage creative and varied use of props? (11c)
24. Give a group of three students several dramatic play props. Have them act out a play scenario the props bring to mind. Lead into a discussion of how dramatic play benefits children. (11c)
25. Ask students to give examples of television, movie, or comic book characters currently popular with children. What do children do to imitate the characters? What are some positive and negative ways the characters influence children? (11c)
26. Divide the class into groups. Ask each group to select a simple moral concept that could be conveyed to young children through a puppet show. Then have each group develop a script, make the puppets, and perform the puppet show for the class or a group of children. (11c)

Attachments for Learning Experiences:

[Art in ECE.ppt](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Web Resources:

- www.playhousedisney.com
- www.drjean.org

Materials & Equipment:

Textbooks:

- Working With Young Children 19, 21, 27
- The Child Care Professional 18, 20, 22
- Introduction to Early Childhood Education 9
- Foundations of Early Childhood Education 15

Suggested Videos for this Unit:

- “Jo Jo’s circus” video, (Special Teacher’s Edition), www.PlayhouseDisney.com
- “Structured Play: Gross Motor Activities for Everyday”, Ball State University, The Child Care Collection
- “Sign Language and Foreign Language Through Music” video, Rachel’s Records, <http://www.rachelsumner.com>
- “Music of the Heart” movie, Miramax Home Entertainment, 1999
- “Small Wonders” movie, G
- “From Theories to Play: Providing a Creative Developmentally, Supportive Environment for Young Children” video
- “I am clay” DVD, www.k-play.com, 888-266-3094
- “Dramatic Play: More Than Playing House” video, Ball State University, The Child Care Collection
- “Kids Make Puppets” video, www.jimgamble.com
- “The Beauty of Movement” video
- “Bio Color” video, Discount School Supply
- “Music Works Wonders” video, Sesame Street Music Works, www.sesamestreet.com

Professional Readings/Resources for Instructor:

- Children as Illustrators, Thompson, NAEYC #2002
- Hand Rhymes, Brown, Dutton

- Songs, Rhymes, and Fingerplays, Nunnery, Pro-Ed
- The Alphabet Song and The Shapes Song, Birk, KidsInTune
- Toddler Next Steps, St. Clair
- Music and Movement in the Classroom, Traugh, Creative Teaching Press
- Music, Music, Music, Feldman, www.drjean.org
- School Days, Schiller, Gryphon House
- Cut-Paper Play, Henry, Williamson Publishing
- The Outrageously Big Activity, Play, and Project Book, Hermes House
- Art in Motion, Teacher Created Materials, Inc.
- Busy Classroom, Claycomb, Gryphon House
- Fabric Crafts and Other Fun with Kids, Beck and Lunsford, Chilton
- Art Activities A to Z, Matricard and McLarty, Thomson
- 1-2-3 Puppets, Warren, Warren Publishing House
- Quick and Easy Costumes and Plays, Teacher Created Materials, Inc.
- www.amc-music.org, information on powerful benefits of music
- <http://www.uen.org/Lessonplan/LPview?core=20>

What 21st Century Technology was used in this unit?:

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|--------------------------|-------------------------|-------------------------------------|--------------------|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | Slide Show Software | <input type="checkbox"/> | Graphing Software | <input checked="" type="checkbox"/> | Audio File(s) |
| <input type="checkbox"/> | Interactive Whiteboard | <input type="checkbox"/> | Calculator | <input type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Student Response System | <input type="checkbox"/> | Desktop Publishing | <input type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Web Design Software | <input type="checkbox"/> | Blog | <input checked="" type="checkbox"/> | Video |
| <input type="checkbox"/> | Animation Software | <input type="checkbox"/> | Wiki | <input type="checkbox"/> | Electronic Game or Puzzle Maker |
| <input type="checkbox"/> | Email | <input checked="" type="checkbox"/> | Website | | |