

Mayville State University

EDUC 325 Creative Arts in the Elementary School (31795)

August 25-October 19, 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information:

Office: 116 L

Email: ann.willeson@mayvillestate.ed

Work phone: 701-788-4796

Hours of Availability:

I am happy to meet with you by Appointment, Phone, or Zoom

Instructional Mode: On-campus face-to-face

Course Dates: August 25-October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Education 118 MW 11-11:50 & T 10-11:50

Wax Museum Presentation and Location: Tuesday, Oct 14 10-11:50

Course Materials and Technologies

Required Art Supplies

Tempera paint- red, yellow, blue, black & white (you may share)

Paint Brushes- variety-thin to wide brushes (Bookstore makes a packet with brushes)

Pack of paper plates (paper or Styrofoam) use a paint palette

Pencil & eraser

Markers-Crayola, Rose Art

Glue and glue stick

Colored chalk or oil pastels

Scissors

Colored construction paper-variety of colors (you may share)

Sketch pad—18x12 or larger

Bamboo Skewers 10 inches long (sculpture project)

Modeling clay or dough of some type (like model magic)

Hole punch

Various materials to collect for sculpture: (your choice of materials to use)

Cardboard-cut into shapes

Colorful cardstock-cut into shapes

Cardboard TP or paper towel tubes cut into small pieces and rings

Egg cartons cut up

Pipe cleaners

Straws cut up

Wood or plastic beads, metal bolts, metal rings

Plastic lids with hole punches

1 Tag board-portfolio

* You may want a basket or box to store supplies, and you can leave them in the closet in the classroom

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[MSU Technology Requirements](#)

Blackboard Ultra

Laptop for research and assignments

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be properly quoted and cited every time it is used. Failure to do so constitutes an academic integrity violation, is considered plagiarism and will have the same consequences as other violations of academic integrity.

Course Description

This methods course is designed to prepare elementary teacher candidates to effectively implement research-based instructional strategies that cluster around creating, performing, presenting, responding, and connecting in the creative arts. This course focuses on developing creative arts lessons, exploring and using methods and materials to teach visual arts, music, movement, and theatre in the elementary classroom.

Pre-/Co-requisites: Prerequisite: EDUC 250. Corequisites: On-campus Students: EDUC 302, EDUC 319.
Distance Students: None.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Explore a variety of methods and materials used in creative arts.
 - Create a color wheel mixing primary, secondary, and tertiary colors.
 - Create a painting in the style of Jackson Pollock.
 - Create a personalized Bark Painting using similar colors, symbols, and subject matter.
 - Manipulate printmaking tools and techniques to create a print.
 - Express themselves, their feelings, thoughts, and ideas in their handprint patterns and stained-glass designs.
 - Create a leaf mosaic from observations of a variety of leaves.
 - Explore the elements of line and texture in scratch art designs.
 - Create an Art History MI Choice Board project of their choice and present it in class.
 - Create a 3D sculpture.
 - Explore paper sculpture techniques.
 - Explore a variety of drama techniques to be used in an elementary classroom.
 - Explore music materials and methods to be used in an elementary classroom.
 - Demonstrate a drama activity that can be used in an elementary classroom.
 - Demonstrate a music activity that can be used in an elementary classroom.
2. Create lesson plans/Activities to be used in the elementary classroom.
 - Demonstrate a drama activity that can be used in an elementary classroom.
 - Demonstrate a music activity that can be used in an elementary classroom.
 - Create two piggyback songs to be used in an elementary classroom.

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3. Choose completed projects to display and present.
Create an Art History MI Choice Board project of their choice and present it in class.
Research and portray a historical person through art, drama, and music in the Wax Museum presentation.
4. Define and explore vocabulary used in the creative arts.
Define the elements of art in a foldable.
Define the principles of art in a foldable.
Make a step-book and define the elements of music.
5. Demonstrate the art of creative storytelling and other engagement strategies for presenting literature to children.
Develop a reader's theater script from a traditional literature picture book.
6. Written Reflections
Self-evaluation of the art process and completed art projects.

Standards Alignment (Elementary Education Program Approval Standards-ND ESPB):

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b–Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 50015.2e Arts The program requires the study of arts. Candidates know, understand, and use (as appropriate to their own knowledge and skills) the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.
- 50015.3a- Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.
- 50015.4d- Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
- 50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 50015.4g-Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.
- 50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

InTASC Principles:

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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- **Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Reinforced SLO 2 Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- Reinforced SLO 3 Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

Instructional Strategies

Written Reflection	Inquiry & Research	Presentations
Graphic Organizers	Critical Thinking	
Multimedia	Direct Instruction	
Experiential Learning	Modeling/Demonstrations	

Course Expectations

- Required to complete all creative art, drama, and music unit projects.
- Attend and participate in all scheduled classes. If a class is missed for any reason, students will be required to complete any creative art, drama, and music projects or content covered in class

Technology Expectations

- Laptops, tablets, iPads, iPods and other devices should NOT be used during class unless they are used for class work.
- In addition, cell phones should be turned off or on vibrate and should not be a distraction during class.

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication-allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language.
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Produce and complete assigned tasks
- **Participate in Visual Arts:** Explore 2-dimension and 3-dimension arts-painting, printmaking, drawing, mixed media, sculpture, and arts and crafts from other cultures, elements/principles of art, art appreciation, and methods/materials used in the visual arts, and integrating visual arts in an elementary classroom.
- **Participate in Drama:** Explore forms of drama/theater (mirror activities, pantomime, tableau, reader's theatre), methods and materials, creative storytelling, and integrating drama/theater in an elementary classroom.

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- **Participate in Music:** Explore music concepts/elements, music-making activities, music/movement activities and materials, music/movement from other cultures, and integrating music/movement in an elementary classroom.

Evaluation and Grading

The goal for evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in the creative arts.

Grading Policies

- It is the student's responsibility to complete and post any missed creative art, written reflections, drama, and music assignments.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.
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Grading Scale

94-100(240-225) =A 93-87(224-208) =B 86-80(207-191) =C 79-72(190-172) =D 71-0(171-0) =F

Breakdown of Grades

MI Art Appreciation Board (20 points) Art Appreciation Questions (10 points) Elements/Principles of Art Foldable (20 points) Written Reflections (30 points) 2 Piggyback songs (20 points) Music Elements (20 points) Music Activities (20 points) Creating/presentation of Reader's Theater (10 points) Drama Activities (20 points) Wax Museum Song (10 points) Wax Museum Self-Portrait (10 points) Wax Museum Project (50 points) Total: 240 points

Enrollment Verification

Enrollment Verification: I AM Collage Activity Due Aug 27

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification

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- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The 8-week course is laid out in detail in Blackboard. A detailed schedule of assignments is posted in the Creative Arts Unit Folders in Blackboard. Art Unit (weeks 1-4) Drama Unit (weeks 5-6) Music Unit (weeks 7-8) “Course Timeline and Schedule are subject to change as deemed necessary by the instructor.”

References / Bibliography

Arts Education Partnership (2011). *Music matters: How music education helps students learn, achieve, and succeed.*

Washington, D.C.

Beat Book (2016) *Drama games for kids.* Beat Press.

Beat Book (2014). *Teaching drama: The essential handbook.* Beat Press.

Donahue, D.M., & Stuart, J. (2010). *Artful teaching: Integrating the arts for understanding across the curriculum, K-8.* New York, NY:

Teachers College Press.

Drama Notebook (2018). *40 classic drama games every drama teacher should know!* Portland, OR: Rumpelstiltskin Press.

Drama Notebook (2018). *How to teach your first drama class.* Portland, OR: Rumpelstiltskin Press.

North Dakota Dept. of Public Instruction. (2019). *Visual Arts, Music, Drama Standards and Benchmarks and Performance*

Standards.

Tuck, T. (2018). *Drama warm-ups.* Blake Education.

Wolpert-Gawron, H. (2014). 8 ways to use music in the language arts classroom. <https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron>