



HLP 4710

**Creative Experience in Art, Music, Drama and
Physical Movement**

83216 601

Fall 2026

Instructor Name

Dr. Carrie Safron

University Course Description

Teacher candidates integrate Music, Art, Movement, Physical Education, and Health in elementary curriculum because of the importance of these content areas for children to learn to care for themselves physically, emotionally and aesthetically.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is asynchronous but there are still opportunities to interact with your classmates. The course is divided into modules that vary in length. Each module will contain a mix of materials (readings, lecture videos, worksheets) and activities (assignments, discussion boards,

quizzes) to complete. All materials and activities will be available through the module tab on the left of the Canvas course page.

Student Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate knowledge of integrating music, art and drama within regular classroom curriculum through the development of goals and objectives as well as writing and teaching their own arts lessons. FEAP 8, 10; SLO 1, 4; 60.27
- Demonstrate the ability to integrate art, drama, and music in their curriculum including the use of technology for students with special needs and English Language Learners. FEAP 8, 10, 12; SLO 1, 2; ESOL PS(s) 12, 17; ESE 61.1, 61.3
- Demonstrate knowledge of the elements of music and art. FEAP 8; SLO 1, 60.28
- Demonstrate knowledge of how music and art reflect particular historical periods and places. FEAP 5, 8; SLO 1; ESOL 5, 60.29
- Identify strategies to teach skills to analyze music performance and works of art to all students include ESOL students. FEAP 4, 8; SLO 1, 2, 6; ESOL PS(s) 6; 60.30
- Identify age appropriate methods to assess skills, techniques, and creativity in music and art. FEAP 1, 7; SLO 1, 8; 60.31
- Identify experiences, which help children establish healthy lifestyles. FEAP 4, 8; SLO 2; 60.32, 60.33; ESE 61.6
- Identify major factors in physical, social and emotional health and development and will apply these principles with consideration of age appropriateness and special needs students. FEAP 5, 6, 7, 8; SLO 1, 2; ESOL PS(s) 4; 60.33; ESE 61.1, 61.3
- Identify factors contributing to drug and substance abuse, home safety measures. FEAP 2, 7; SLO 5, 6; 60.34; ESE 61.6
- Identify methods of integrating physical education content knowledge with other curricular areas. FEAP 8, 9; SLO 1, 2, 4; 60.35; ESE 61.1
- Demonstrate knowledge of the history of the Florida Consent Decree including why it was necessary and the impact it has on ESOL students. ESOL PS(s) 1

Course Objectives

Upon successful completion of this course, the course will enable students to:

1. Integrate visual art, music, drama, and physical movement into elementary curriculum to support children's physical, emotional and aesthetic development.
2. Demonstrate knowledge of the elements of art and music and apply these concepts when designing age-appropriate creative learning experiences.
3. Develop and teach original arts-based lessons that include clear goals, objectives, and assessment strategies for all learners, including ESOL and ESE students.
4. Analyze how art, music, and movement reflect various contexts and incorporate these understandings into instructional planning.
5. Identify major factors in children's physical, social, and emotional health and apply these principles when integrating movement and health-related content into the classroom.

Required Texts and/or Readings and Course Materials

There is no textbook required for this course. All readings and texts will be posted and accessible on Canvas under the corresponding module.

How to Succeed in this Course

- Follow along on Canvas, doing the readings, watching the lectures and completing the assignments on time.
- There are six modules that make up the course. Some are longer than others. Make sure to review what is required in each module so that you manage your time and engage with the material fully.
- Assignments that require peer responses (e.g., discussion boards) do not receive credit if made outside of the deadlines as peer-to-peer engagement is necessary for such assignments.
- Communicate well in advance if you are going to miss a deadline or need additional assistance with an assignment.
- Have fun and use your imagination with the assignments and in this course!

Grading Scale

A+ = 97.5 – 100

A = 93.5 - 97.49

A- = 90 - 93.49

B+ = 87.5 - 89.99

B = 83.5 - 87.49

B- = 80 - 83.49

C+ = 77.5 - 79.99

C = 73.5 - 77.49

C- = 70 - 73.49

D+ = 67.5 - 69.99

D = 63.5 - 67.49

D- = 60 - 63.49

F = <59.99

Grade Categories and Weights

Assessment	Weighted Percentage
First Day Attendance: What's poppin'?	0%
Discussion Posts (3 posts and responses @ 10 points each)	15%
Lecture Worksheets (4 worksheets @ 5 points each)	5%
Quizzes (2 @ 30 points each)	15%
Module 1 Assignment: Multimodal representation (20 points)	10%
Module 3 Assignment: Physical activity/health autobiography (40 points)	20%
Module 4 Assignment: Visual arts and music scavenger hunt (30 points)	20%
Module 6 Critical Assignment (upload to campus folio) (50 points)	15%
TOTAL	100%

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication within 48 hours of the date received and provide feedback on assignments within one week of the deadline, if completed on time. There will be announcements on Canvas to correspond with each module and individualized feedback on assignments in Speedgrader on Canvas. You can access your scores using “Grades” in Canvas. There is a 10% deduction for each day that an assignment is submitted late.

Major Topics and Course Schedule

Module	Topics, Readings, Lectures & Assignments
1	Welcome: Introduction & Overview • Lecture: Introduction • First Day Attendance: What’s poppin’? (Due the first Thursday of the semester) • Module 1 Assignment: Multimodal Representation
2	Exploring health and physical movement • Readings: Culp (2020), Simon & Lynch (2020), Sutherland (2020) • Lecture Worksheet • Lecture: Exploring Health and Movement Part I • Guest Lecture: Pitfalls and Possibilities in Physical Education • Discussion Board

Module	Topics, Readings, Lectures & Assignments
3	Wrapping up health and physical movement • Readings: Walton-Fisette (2020), Horne (2020), Clancy & Hruska (2005) • Resources: Drug and Substance Abuse • Lecture Worksheet • Lecture: Wrapping up Health and Movement • Module 3 Assignment: Physical movement and health autobiography • Quiz: Health and physical movement
4	Thinking about art: How do we engage with art? • Readings: Ryerson Fountain & Nordlund (2019), Franco, Ward & Unrath (2015), Evans-Palmer (2018), Neves & Graham (2018), Burnley (2004) • Lecture Worksheet • Lecture: Thinking about and Exploring Art • Guest Lecture: Integrating Art into the Curriculum • Module 4 Assignment: Visual, performing arts and music scavenger hunt • Discussion Board

Module	Topics, Readings, Lectures & Assignments
5	Experiencing Music • Readings: Broomhead (2021), DeVries (2004), Howell (2009), Thumlert et al (2020) • Guest Lecture: Music in the Elementary School Classroom • Lecture Worksheet • Lecture: Experiencing Music and Drama • Discussion Board • Quiz: Art and music
6	Final assignment • Module 6 Critical Assignment: Lesson Plan (Submit to Canvas and Campus Folio)

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral

presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Course Policies

First Day Attendance Policy:

First Day Attendance is due by the first Thursday of the semester. It is a discussion board posing the question - what's poppin'? All details are in the first module.

Late Work Policy: All assignments must be submitted by the due date. Late work for any reason will be penalized 10% each day it is late. Assignments will not be accepted more than one week past the original due date. Computer and technology problems are not excuses for assignments not being ready. All assignments must be typed and submitted to Canvas except when noted by the instructor. All assignments are to be individual efforts unless directions state otherwise. I know emergencies and personal situations do arise. If that does happen, I can work with you, but prior notification and communication is needed. Students must complete ALL assignments to pass the course.

Extra Credit Policy: No extra credit is offered in this course.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not

exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Final Examinations Policy: All final exams are scheduled in accordance with the University's final examination policy.

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Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: *This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks*

related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)
[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and

training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify

processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)