



**Course Information**

<b>Course Title</b>	Creative Arts for Early Childhood
<b>Course Prefix, Num. and Title</b>	CDEC 1358 – Creative Arts for Early Childhood
<b>Division</b>	Technology & Business
<b>Department</b>	Education / Early Childhood
<b>Course Type</b>	WECM Course
<b>Course Catalog Description</b>	An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight.
<b>Pre-Requisites</b>	None
<b>Co-Requisites</b>	None

**Semester Credit Hours**

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	0
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

**Approval Signatures**

<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		

## Additional Course Information

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Topics of Study:

- The creative process in children ages birth age 12 years
- The role of play in a child's growth and development and in creative development
- The developmental sequences for creative arts (birth-elementary school)
- Teacher roles in enhancing creativity
- Concepts taught through the creative arts (as in size, number, and position concepts) and components of creative environments (materials, scheduling, and arranging space)
- Ideas to extend creative activities in other curriculum areas (Math, Language Arts, Literacy, Science, Social Studies, and Physical Education)
- Various ways to plan, implement, and assess child-centered activities for music
- Various ways to plan, implement, and assess child-centered activities for movement
- Various ways to plan, implement, and assess child centered activities for visual arts
- Various ways to plan, implement, and assess child-centered activities for dramatic play
- Various ways to use arts, music, and drama in the study of seasons and holidays in programs for young children (birth-12 years)

National Association for the Education of Young Children Standards measured in the course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

### Course Learning Outcomes:

**Learning Outcomes – Upon successful completion of this course, students will:**

1. Define the creative process
2. Describe sequences of creative arts
3. Analyze teacher roles in enhancing creativity
4. Describe concepts taught through the creative arts
5. Identify components of creative environments
6. Assess creative arts activities
7. Communicate thoughts, ideas, information, and messages in writing in a weekly journal.

Define the creative process; describe developmental sequences of creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts; identify components of creative environments; and assess creative arts activities.

### Methods of Assessment:

- 1, 2, 4, 5, 6. A term project of 9 creative activity lessons (3 Art, 3 Music/Movement, 3 Drama) for a particular age group. Lessons will be submitted in increments so that instructors can provide feedback to students in the completion of the project. The project will be graded with a departmental rubric with a minimum grade of 70 points indicating mastery. Students will share a portion of their project informally in class.
4. Review of a journal article dealing with the topic of creativity, art, music, drama, or movement in programs for children (grade of 70 indicates mastery).

- 1, 2, 3, 4, 5, 6. Midterm and final exams (and other tests deemed necessary by the instructor); in class assignments (grade of 70 indicates mastery). The midterm exam must include at least one essay question to assess higher levels of Bloom's Taxonomy.
7. Weekly, in-class journal entries factored into the attendance/ participation grade

### **Required text(s), optional text(s) and/or materials to be supplied by the student:**

Most recent edition of Mayesky, M. (Most recent edition). Creative activities for young children. New York: Cengage Learning.

AND  
Bredecamp & Copple (2009). Developmentally appropriate practices in programs serving children (3rd ed.) Washington, DC: NAEYC. ISBN 13: 9781928896647

### **Suggested Course Maximum:**

35

### **List any specific or physical requirements beyond a typical classroom required to teach the course.**

Students should have space to work in small groups.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

After reading the text books and participating in class lectures and discussions, students will compile and arrange a term project of 3 art, 3 music/movement, and 3 drama lessons to use with a particular age group (birth-grade 6). The project will be graded according to a departmental rubric, and students will share portions of the project in class. Students will review one journal article on the topic of creativity in children. Students will write a weekly journal entry in class reflecting on their learning.

10% Attendance, class participation, and weekly journal entries

30% Term Project and review of article

60% total Midterm (with minimum of one essay question), final exam, quizzes, and other written assignments

Grade of 70 indicates mastery on all tests and assignments.

#### Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

### **Curriculum Checklist:**

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility

**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist