



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Creative Arts for Early Childhood

Course Prefix and Number – CDEC 1358

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay Hours for Course - 3

Course Catalog Description - 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.

List Lab/ Other Hours	
Lab Hours	0
Clinical Hours	0
Practicum Hours	0
Other (list)	0

Prerequisites/Co-requisites - None

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Date 06-19-2015

Reviewed by Department Head *Barbara S. Lynn*

Date 06-19-2015

Accuracy Verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>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).</p> <p>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.</p> <p>7. Weekly, in-class journal entries factored into the attendance/ participation grade</p>

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.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by 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

IV. Suggested Course Maximum - 35

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

Students should have space to work in small groups.

VI. 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.

Attendance, class participation, and weekly journal entries-(10%)

Term Project and review of article-(30%)

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

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

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.