



Course Syllabus

CDEC 1358—Creative Arts for Early Childhood

Catalog Description: An exploration of principles, methods, and materials for teaching music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight.

Lecture hours = 3 Lab hours = 0

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 19.0709

Class Meeting Time: Online—students are expected to spend at least three hours per week reading and reviewing course materials and completing assignments.

Instructional Goals and Purposes: The purpose of this course is to present information on the principles, methods, and materials for teaching the arts in early childhood settings.

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Define the creative process.
2. Describe developmental 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. .

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. **Define the creative process.** (SCANS: 1a-i, 1a-ii, 1b-i, 1b-iv, 1b-v, 1c-i, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-iv, 2e-i)
 - a. Define terms related to the arts: creative arts, creativity, beauty, aesthetics, visual arts, music, creative movement, dance, and dramatic arts.
 - b. Describe the creative process.
 - c. Identify the elements of the arts.
 - d. Explain the role of holidays in arts activities.
 - e. Describe what children learn from the arts of others.
2. **Describe developmental sequences of creative arts.** (SCANS: 1a-i, 1a-ii, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2e-i)
 - a. Describe characteristics of young children as artists.
 - b. Describe how children develop in the arts and how to assess growth in the arts.
 - c. Describe the development of sensory perception in young children.

3. **Analyze teacher roles in enhancing creativity.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2d-i, 2d-iii, 2e-i, 2e-ii)
 - a. Explain the importance of teaching creative arts in early childhood education.
 - b. Describe the teacher's role in early childhood arts programs.
 - c. Describe how teachers can foster the creative process.
 - d. Explain how teachers can help young children work together, including children with special needs and children from diverse backgrounds and cultures.

4. **Describe concepts taught through the creative arts.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2d-i, 2e-i)
 - a. Describe the relationship between the arts and learning.
 - b. Describe effective environments for fostering artistic development.
 - c. Explain the selection of artworks for fostering creativity and art development.
 - d. Explain the value of including artworks from diverse cultures.
 - e. Describe how artworks, prints, and artifacts are used with children.
 - f. Define emergent curriculum and the project approach.
 - g. Describe an integrated learning unit.

5. **Identify components of creative environments.**
 - a. Describe effective environments for fostering artistic development.
 - b. Explain the selection of artworks for fostering creativity and art development.
 - c. Explain the value of including artworks from diverse cultures.

6. **Assess creative arts activities.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-iv, 1c-v, 2a-i, 2a-iii, 2b-ii, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2c-v, 2e-i)
 - a. Identify elements of a well-designed arts curriculum.
 - b. Describe how children develop in the arts and how to assess growth in the arts.
 - c. Explain the value of visual arts, music, creative movement, dance, and dramatic arts in child development.
 - d. Describe two- and three-dimensional art activities.
 - e. Describe how music activities are designed.
 - f. Describe how creative movement activities are designed.
 - g. Describe how dramatic arts activities are designed.

Course Content:

Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials.
3. Locate information in the library databases or on the Internet when assigned.
4. Use Canvas email to communicate with the instructor.
5. Interact with other students and the instructor via assigned tools.
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:
 - a. Projects
 - b. Discussions
 - c. Chapter Quizzes
 - d. Exams (including comprehensive Final Exam)

Methods of Instruction/Course Format/Delivery: Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos

- Discussion Board
- Practice Exams
- Quizzes

Assessment: The grade for this course will be based on the following items assigned during the semester:

- Assignments: = 50%
 - Projects
 - Discussions
 - Chapter Quizzes
- Exams, including a comprehensive Final Exam = 50%

Course Grade:

The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the four-hour field study component **MUST** be submitted **ON** or **BEFORE** the DUE DATE.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 50%
70-79%	C	
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:

TEXTBOOK(S): *Growing Artists, Teaching the Arts to Young Children, 6th Edition*, by Joan Bouza Koster. (2015). Belmont, CA: Wadsworth. ISBN: 9781285743141

SOFTWARE: Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator, Stacy Gee, in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA: (Letters and numbers in parentheses reference this list.)

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:

- i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
- i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
- i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
- i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
- Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
- i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.
 - iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 - v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
 - vi) Work with Diversity: work well with men and women from diverse backgrounds.
- Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c) **Information:** A worker must be able to acquire and use information.
- i) Acquire and Evaluate Information.
 - ii) Organize and Maintain Information.
 - iii) Interpret and Communicate Information.
 - iv) Use Computers to Process Information.
- Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
- d) **Systems:** A worker must understand complex interrelationships.
- i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
 - ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 - iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.
 - i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
 - ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
 - iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.