

# Course Syllabus

**Department :** Child Development  
**Course Title :** Creative Activities for Young Children  
**Section Name :** CDEC 1358  
**Start Date :** 8/27/2012  
**End Date :** 01/14/2013  
**Modality :** Face to Face  
**Credits :** 3

## Instructor Information

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## Course 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. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking. Lab fee required.

## Prerequisites/Co requisites

None necessary

**ODESSA COLLEGE  
HUMANITIES AND COMMUNICATION DIVISION  
CHILD AND PARENT DEVELOPMENT DEPARTMENT**

## COURSE SYLLABUS

**COURSE NUMBER: 1358**

**COURSE TITLE: CREATIVE ARTS FOR EARLY CHILDHOOD**

**CREDIT HOURS: 3    LECTURE HOURS:2    LAB HOURS: 3**

**PREREQUISITE: NONE**

**COREQUISITE: NONE**

## **CATALOG DESCRIPTION:**

An exploration of principles, methods and materials for teaching young children music, movement, visual arts and dramatic play through process-oriented experiences to support divergent thinking. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking.

## **COURSE LEARNING OUTCOMES/PROFICIENCIES:**

The student will define the creative process; describe the role of play in a child's growth and development and developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts and components of creative environments. The student will plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.

**TEXTBOOKS:** Mayesky, Mary Creative Activities for Young Children Delmar Publishers, 2002

**SUPPLIES:** Text, supplies and equipment essential for note taking, such as paper and pencils. You will also need Supplementary Materials from the Bookstore.

## **LEARNING OUTCOMES:**

1. Define the creative process.
  - a. Describe factors that encourage and discourage creativity.
  - b. Compare process-oriented experiences to product-oriented experiences.
  - c. Explain the relationship of divergent thinking to creative expression.
  - d. Describe how open-ended questioning techniques encourage divergent thinking.
  - e. Explain the relationship of multiple intelligences to creativity.
2. Describe the role of play in a child's growth and development.
  - a. Explain how play affects the development of children in all domains.
  - b. Contrast different types of play.
  - c. Discuss characteristics of social play at different ages.
3. Describe developmental sequences for creative arts.
  - a. Outline how children's art develops.
  - b. Summarize how musical development occurs.
  - c. Explain development of movement (gross-motor, fine-motor and perceptual awareness skills) in children.
  - d. Describe development of dramatic play in children.
4. Analyze teacher roles in enhancing creativity.
  - a. Explain teacher roles in supporting visual arts in the classroom.
  - b. Describe teacher roles in providing music experiences.

- c. Summarize teacher roles in promoting movement activities.
  - d. Outline teacher roles in encouraging creative dramatics/dramatic play.
  - e. Describe how to use assessment information to plan and provide child-centered learning activities.
5. Describe concepts taught through the creative arts.
    - a. Summarize the role of visual arts, music, movement and creative drama in the overall development of children.
    - b. Outline concepts learned by children through participating in creative art, music, movement and dramatic play/creative drama.
    - c. Describe strategies for infusing culture through the creative arts curriculum.
    - d. Discuss ways that bias might influence children=s behavior when participating in art, music, movement and dramatic play.
  6. Describe components of creative environments.
    - a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama and movement.
    - b. Discuss the role of aesthetics in environments for children.
    - c. Describe materials that will enhance creativity in children.
  7. Plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.
    - a. Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas.
    - b. Use creative transitions with children.
    - c. Adapt music, movement, visual arts and dramatic play to meet the needs of children with special needs.

## SCANS Competencies: Resources

Interpersonal Skills

Information

Thinking Skills

Basic Skills

Personal Qualities

## Code:

1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute

8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner-Centered Schools for Texas - A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

## **Content Lectures, Assignments and Assessments**

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

## **Course Objectives**

Creative Art

Writing

Math

Science

Music & Movement

Social Studies

Child Development

## **Required Readings/Materials**

a) **Required** readings/materials: *Working with Young Children*, Judy Herr, 2004

## **Course Requirements (Lectures, Assignments and Assessments)**

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

## **Summary of Assignments & Activities**

### **Item(Name) Type Description Due\***

Creative Art for Early Childhood Project Drawing, Paintings, Collages

About Me Project Paper Doll/Description 8/26

School Project Self Selected 9/2

Body Parts Project Self Selected 9/16

Fire Prevention & Fire Safety Project Puppets 9/30

Fall Project Nature Collage 10/14

Halloween Project Self Selected 10/28

Family Project Family Tree 11/11

Thanksgiving Project Self Selected 11/18

Instruments Project Self Selected 11/9

Christmas Project Self-Selected 12/16

Writing Project Letter Cards 11/28

Math Project Number Cards, Shape & Eye Charts 11/30

Bulletin Board Project Decorate Bulletin Board or Door TBD

## **Grading Policy**

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

## **Assignments Grade**

Daily Work 20%

Test/Quizzes 10%

Lab 20%%

Project 20%

Journal 15%

Employability Skills 15%

## **Special Needs**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## **Learning Resource Center (Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

## **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

### **Student Portal**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;

- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- attend class regularly to keep up with assignments and announcements.