

Course Syllabus

Department : Child Development
Course Title : Creative Activities for Young Children
Section Name : CDEC 1358
Start Date : 01/18/2011
End Date : 05/07/2011
Modality : ONLINE
Credits : 3

Instructor Information

Name : Mary L. Hanson
OC Email : mhanson@odessa.edu
OC Phone # : 432-335-6483

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 on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking. Lab fee required.

(SCANS I, 2, 4, 5, 6, 7, 9, 10, 11) Prerequisite: None.

Course Description

Prerequisites/Corequisites

None necessary

[Scans](#)

1, 2, 4, 5, 6, 7, 9, 10, 11

Course Objectives

**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
LECTU
RE 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. (1, 8, 10)
 - a. Explain how play affects the development of children in all domains. (10)
 - b. Contrast different types of play.
 - c. Discuss characteristics of social play at different ages. (10)

3. Describe developmental sequences for creative arts. (6)
 - a. Outline how children=s art develops. (ExCET 009)
 - b. Summarize how musical development occurs. (ExCET 010)
 - c. Explain development of movement (gross-motor, fine-motor and perceptual awareness skills) in children. (ExCET 012)
 - d. Describe development of dramatic play in children.

4. Analyze teacher roles in enhancing creativity. (9, 10)
 - a. Explain teacher roles in supporting visual arts in the classroom. (9, 10)
 - b. Describe teacher roles in providing music experiences. (9, 10)
 - c. Summarize teacher roles in promoting movement activities. (9, 10)
 - d. Outline teacher roles in encouraging creative dramatics/dramatic play. (9, 10)
 - e. Describe how to use assessment information to plan and provide child-centered learning activities.

5. Describe concepts taught through the creative arts. (1, 6, 7)
 - a. Summarize the role of visual arts, music, movement and creative drama in the overall development of children. (1, ExCET 009, 010, 011, 012)
 - b. Outline concepts learned by children through participating in creative art, music, movement and dramatic play/creative drama. (1, 7)
 - 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. (1, 4, 5, 6, 8, 10)
 - a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama and movement. (1, 4, 5, 8, 10, ExCET 009, 010, 011, 012)
 - b. Discuss the role of aesthetics in environments for children. (10)
 - c. Describe materials that will enhance creativity in children. (10)

7. Plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play. (1, 4, 5, 6, 7, 10)
 - a. Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas. (1, 4, 5, 7, 10)
 - 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



Overall, the following assignments and due dates are as follows:

8 discussion questions each worth 25 points and 200 points in total.

Chapter reviews each section worth 40 points and 320 points in total. You will be choosing 10 chapter review questions from every 3 chapters. The due dates for the discussion questions and the chapter reviews are due at the same time. Those dates are as follows:

Section 1-3 are due 1/26. That means that discussion questions from chapters 1-3 as well as the 10 chosen chapter review questions from chapters 1-3 are due by Jan 26th. Email me the review questions and submit the discussion questions through blackboard within the discussion menu button. Thank you.

Section 4-6 are due 2/2.

Section 7-9 are due 2/9.

Section 10-12 are due 2/23.

Section 13-15 are due 3/9.

Section 16-18 are due 3/30.

Section 19-21 are due 4/13.

Section 22-25 are due 4/27.

An observation needs to be completed by 4/27. Either set up a time for this observation for me to come in person within the first two weeks of class or video tape you doing a lesson. If you video tape a lesson, set up a time with me to bring in the video inside of the camera. If at all possible, I want to watch the lesson with you. Yes, you will be teaching this lesson in front of children ages 8 or below. You will need to follow the lesson plan format provided for you under Content. Tegrity demonstrates a lesson. Emailing me a lesson at least a week before you teach it provides the optimal opportunity for the best grade possible.

Lab Hours - 30 hours of actually being in the classroom with young children is a mandatory part of this class. It must be with children ages 8 or younger. It can be in a public school, a certified day care, or a head start facility. You are most welcome to use the Children's Center located in Sedate Hall here at OC. You will need a background check and a current TB shot. If you call asap the office of the center, they will give you more detailed information. Don't wait to call as the background check takes awhile to complete. These hours need to be completed no later than 4/29th. This assignment is worth 200 points.

Activity File - is an opportunity to gather activities from chapters 15-23. Choose five activities from each of these chapters proving to be age and developmentally appropriate for young children. This activity is worth 80 points and is due no later than 4/6. Email me this assignment.

Final - Write up two questions, answers and page numbers from each of the 26 chapters of the text book. You are to come up with question and not use one from the book. The question can be true/false, fill-in-the-blank, essay, etc. Again, write the question, the answer and the page number. Email me this assignment no later than 5/2. It is worth 100 points.

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.

Important School Policies

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

