1. **COURSE TITLE\*:**  Creative Arts for the Young Child
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1110
3. **PREREQUISITE(S)\*:** EDUC 1140  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*: 3**   **LECTURE HOURS\*:**   **3**

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 8

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to prepare those in early childhood education with basic music and art activities for the young child. An exploration of art and music instructional methods, learning sequences and teaching strategies will be emphasized. Eight hours of classroom observation of young children involved in art and/or music are required.

1. **LEARNING OUTCOMES\*:**

Upon successful completion of this course, the student will be able to:

1. Plan/implement/evaluate developmentally appropriate art and music activities
2. Value the arts and its place in a young child’s life
3. Understand the creative process
4. Identify appropriate resources to support the teaching of music and art
5. Demonstrate skill in implementing art/music lessons
6. Lead circle time
7. Integrate music and art across the curriculum
8. Use technology to enhance the art/music experiences for young children
9. Demonstrate an understanding of the academic standards as they relate to art/music
10. **ADOPTED TEXT(S)\*:**

*Creative Thinking and Arts-Based Learning* (7th Edition)

Authors: Isenberg, J & Jalongo, M.

Publisher: Pearson (2018); ISBN: 978-0-13-446112-0

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-445830-4

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Projects (4x20) | 80 | 26% |
| Tests (4x30) | 120 | 40% |
| Discussion Questions (10x5) | 50 | 17% |
| Video Responses (10x5) | 50 | 17% |
| Total | 300 | 100% |

**Assignments:**

* **Observation Hours (8):**  **Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**
* **Reflection Paper on Observation (20 points):** Students will write a minimum 2-page reflection on their time observing in the classroom setting. The 2-page requirement does not include the title page. This reflection must be done in WORD using a 12-pt. Times New Roman font with 1-inch margins and double-spaced. You will place your reflection paper on Canvas.
* **Puppet Theater with Puppets (20 points):** You will develop a puppet theater and puppets for a themed performance of your choice. You will post pictures and documentation of the materials designed in a PowerPoint Presentation consisting of 20 slides. The slides will discuss and show your theme and the making of the theater and puppets. You will place your project on Canvas.
* **Author a Book Project (20 points):** You will write a children’s book focusing on either infants, toddlers, or preschool age children. You will post your book on Canvas. Students will respond to each of the students in the course. You can use clip-art for your illustrations if you don’t want to be the illustrator.
* **Museum Visit Paper (20 points):** Art museums inspire children’s creativity, as well as teach about the arts. However, many children simply do not have access to museums. Moreover, fewer schools are able to plan field trips to art museums due to constraints in time and money. One way that teachers can expose children to art museums is through the use of technology. A number of well-known art museums provide on-line resources, searchable data bases, and virtual field trips. Assignment: Explore 2 of the websites of art museums listed below:

Art Institute of Chicago <http://www.artic.edu/aic/>

Kyoto National Museum of Japan <http://www.kyohaku.go.jp/>

Metropolitan Museum of Art <http://www.metmuseum.org/>

Montreal Museum of Fine Arts <http://www.mmfa.qc.ca/en/index.html>

Museum of Modern Art <http://www.moma.org/>

National Gallery of Art <http://www.nga.gov/>

National Gallery of Australia <http://nga.gov.au/>

National Museum of Women in the Arts <http://www.nmwa.org/>

Philadelphia Museum of Art <http://www.philamuseum.org/>

San Francisco Museum of Modern Art <http://www.sfmoma.org/>

Smithsonian American Art Museum <http://americanart.si.edu/>

Next, prepare a written evaluation of the 2 websites of your choice. Address the following questions in your evaluations for each of your 2 websites:

1. What child-friendly content or resources are available on this site (e.g., virtual tours, on-line activities, etc.)?
2. What resources are available for teachers (e.g., lesson plans)?
3. What resources are available for families (e.g., at-home activities)?
4. How easy is this site to navigate?
5. To what extent does this site provide information or resources that are creative and child-friendly?
6. What are some other ways that you, as a teacher, would use this site to enhance children’s art experiences in your classroom?

* **Discussion Questions (50 points total = 5 points for each chapter):** Students will answer the discussion question(s) assigned for the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student’s answer. The minimum for your response to another student is 100 words.
* **Video Responses (50 points total – 5 points for each chapter):** Students will watch the video(s) assigned for each chapter and post your reflection for each video on Canvas in the designated forum for the chapter. Your response should consist of what knowledge you gained from the material presented in the video. You will need to respond to other students in the course.
* **Tests (120 points total = 4 tests worth 30 points each):** Each test will consist of essay questions with a minimum number of words required for each answer.

**Technology:**

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

***Chapter 1: Understanding Children’s Creative Thought and Expression***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Define creative thinking and list the components of creative behavior.
2. Discuss the theory and research that provides an evidence base for emphasizing creative thinking in the classroom.
3. Explain what children can learn through creative activities.
4. Identify teachers’ roles in optimizing the creative potential of each child.
5. Describe how to differentiate creative activities for learners with special needs.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 2**

***Chapter 2: Supporting Children’s Play, Games, and Creativity***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Describe the theoretical and research base of play.
2. Explain how children learn through play.
3. Identify the developmental sequence for different types of play.
4. Consider teachers’ roles in supporting children’s play, games, and creativity.
5. Differentiate instruction for diverse learners.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 3**

***Chapter 3: Promoting Children’s Art***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Define the visual arts and give examples of activities that do and do not qualify as art.
2. Explain the concept of art as another language and the tenets of the Reggio Emilia philosophy.
3. Describe how children learn through art experiences and how their artistic development unfolds.
4. Explore the teachers’ roles and responsibilities in integrating art into the curriculum.
5. Adapt art activities to meet the needs of diverse groups of children.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 4**

**Museum visit paper due**

**Week 5**

**Test (Chapters 1-3)**

**Week 6**

***Chapter 4: Engaging Children in Music, Movement, and Dance***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Define music, movement, and dance activities that are developmentally appropriate for young children.
2. Describe the findings from brain research and cognitive psychology as they relate to young children’s development in music, movement, and dance.
3. List the ways that children develop and learn through music, movement, and dance.
4. Explain the teacher’s role in fostering young children’s learning through music, movement, and dance.
5. Discuss the adaptations and accommodations that enable all children to participate in music, movement, and dance experiences.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 7**

***Chapter 5: Exploring Drama***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Describe the theoretical and research base of drama.
2. Discuss how children learn through drama.
3. Use a variety of strategies to teach drama.
4. Identify teachers’ roles in supporting drama.
5. Differentiate drama instruction for diverse learners.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 8**

**Puppet Theater Project**

**Week 9**

**Test (Chapters 4-5)**

**Week10**

***Chapter 6: Fostering Creative Thinking and Arts-Based Learning***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Describe the major theories about fostering creative expression.
2. Discuss teachers’ roles in fostering children’s creative thinking and arts-based learning.
3. Explain the influences of adult-child interactions on children’s creative expression.
4. Apply teaching strategies that invite creative thinking and arts-based learning.
5. Differentiate creative thinking and arts-based instruction for diverse learners.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 11**

***Chapter 7: Assessing the Creative Processes and Products of Children***

**Learning Outcomes**

*After reading this chapter, students should be able to:*

1. Define performance assessment as it pertains to children’s creativity and the arts.
2. Describe theoretical perspectives on identifying talent and giftedness in children.
3. Explain why, what, and how to conduct assessments of children’s creative processes and products.
4. List and describe key assessment roles and responsibilities of teachers.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 12**

***Chapter 8: Appreciating Children’s Creative Work in Diverse Families and Communities***

**Learning Objectives**

*After reading this chapter, students should be able to:*

1. Describe the influence of culture on ideas about the contributions of creative thinking and the arts societies.
2. Explain the many different ways that parents and families influence a child’s creative thinking and participation in the arts.
3. Describe the theory of multiple intelligences and the distinctive types of human intelligence.
4. Discuss teachers’ roles and responsibilities in partnering with diverse families to support children’s creativity and arts-based learning.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 13**

**Book project**

**Test (Chapters 6-8)**

**Week 14**

**Chapter 9: Designing Creative Learning Environments**

**Learning Objectives**

*After reading this chapter, students should be able to:*

1. Explain the theoretical and research base of creative learning environments.
2. Plan an indoor environment for creativity and arts-based learning.
3. Create an outdoor environment that supports creativity and the arts.
4. Identify teachers’ roles in providing an inviting, creative learning environment.
5. Adapt the learning environment to meet the needs of each child.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 15**

**Chapter 10: Using Creative Materials and Resources Effectively**

**Learning Objectives**

*After reading this chapter, students should be able to:*

1. Explain the theoretical and research base for creative materials and resources.
2. List and describe the types of creative materials.
3. Identify age-appropriate materials that facilitate creativity and arts-based learning.
4. Use technology and interactive media to promote creative thinking and the arts.
5. Discuss the value of other divergent materials and resources.
6. Adapt materials to meet the needs of each child.

**Canvas Assignments:**

* Complete the Discussion Question
* Watch Videos on Canvas and Respond

**Week 16**

**Final Test (Chapters 9-10)**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have with

children, families, and colleagues

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

2: Building Family and Community Relationships

3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.