

# Syllabus

## ECED1050 Expressive Arts

2013

### Committee Members:

Barbara Beck, Central Community College  
Tyler Esch, Mid-Plains Community College  
Sharyn Thomas, Northeast Community College  
Julie Miller, Southeast Community College  
Linda Mattern-Ritts, Western Nebraska Community College  
Lisa Brestel, Central Community College  
Jackie Zeckser, Central Community College  
Loretta Hauxwell, McCook Community College  
Belle Scheef, Metropolitan Community College  
Brigid Quinn, Little Priest Tribal College

Facilitator: Julie Miller 

Date Reviewed: April 19, 2013

Chief Instructional Officer 

Date Approved: 5-17-13

## **EARLY CHILDHOOD EDUCATION**

### **I. CATALOG DESCRIPTION**

Course Number: ECED 1050  
Course Title: Expressive Arts

Catalog Description: This course focuses on the selection, construction, and use of materials, activities and experiences that encourage the young child's (3-8 year olds) creativity and aesthetic appreciation through the visual arts, music, body movement, and dramatic play.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

### **II. COURSE OBJECTIVES AND COMPETENCIES**

The course will:

1. Examine the role of creativity in the child's overall development
2. Explore aesthetic appreciation and family, cultural, community and societal factors influencing its development.
3. Examine developmentally appropriate creative curriculum based upon state and national guidelines and standards that address the individual child's physical, social, emotional, and cognitive needs.
4. Identify the goals for an early childhood art program; appropriate environments, equipment, and strategies for reaching these goals.
5. Identify the goals for an early childhood music program; appropriate environments, equipment, and strategies for reaching these goals.
6. Identify the goals for movement education in an early childhood education program, appropriate environments, equipment, and strategies for reaching these goals.
7. Identify the goals for dramatic play education in an early childhood education program, appropriate environments, equipment, and strategies for reaching these goals.
8. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

### **III. STUDENT LEARNING OUTCOMES:**

The student will:

- 1(a). Define creativity as it relates to all aspects of activities for young children.
- 1(b). Describe the relationship between learning, play, and creativity for young children.
- 1(c). Discuss the concept of process versus product in all areas of creativity.
- 2(a) Define aesthetics as it relates to family and culture and explain its role in developing creative children.
- 2(b). Incorporate families, cultural, and community resources into the creative curriculum.
3. Demonstrate the ability to create and design developmentally appropriate expressive arts activities and resources.
4. Plan, implement, and reflect on creative learning centers and activities for children in the curriculum area of art.
5. Plan, implement and reflect on creative learning centers and activities for children in the curriculum area of music.
6. Plan, implement and reflect on creative learning centers and activities in the curriculum area of movement.
7. Plan, implement and reflect on creative learning centers and activities in the curriculum area of dramatic play.
8. Explain the importance of good relationships between parent, children, and teachers.

### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Planning developmentally appropriate activities
- B. Experience similarities and differences between Product and Process.
- C. Explore using a multicultural approach in the creative process.
- D. Developmentally appropriate materials, environments, materials, movement and music.
- E. Role of creativity in development

## V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Edwards, Linda Carol. The Creative Arts: A Process Approach for Teacher and Curriculum. Prentice Hall.

Isbell, Rebecca and Raines, Shirley. Creativity and the Arts with Young Children. Delmar.

Mayesky, Mary. Creative Activities for Young Children. Delmar.

Supplemental Texts:

Althouse, Rosemary. The Colors of Learning: Integrating the Visual Arts into the Early Childhood Curriculum. NAEYC.

Early Learning Guidelines Birth to Age 3 and Early Learning Guidelines Ages 3 to 5, Nebraska Department of Education and Nebraska Department of Health and Human Services.

## VI. METHODS OF PRESENTATION/INSTRUCTION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## VIII. KEY ASSESSMENT

Each course offered through Nebraska's Early Childhood Education Community College Partnership will share one common key assessment. The common assignment for the Expressive Arts Course will focus on assessment of student's demonstrating design and implementation of one of five different expressive arts curriculum activities for children from the ages of 3 to 5.

## RELATIONSHIP to NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
<b>1. Promoting Child Development and Learning</b>	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
<b>2. Building Family and Community Relationships</b>	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
<b>3. Observing, Documenting and Assessing to Support Young Children and Families</b>	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	X
3c. Understanding and practicing responsible assessment.	
3d. Knowing about assessment partnerships with families and other professionals	X
<b>4. Teaching and Learning</b>	
4a. Connecting with children and families	X
4b. Using developmentally effective approaches	X
4c. Understanding content and knowledge in early education	X
4d. Building meaningful curriculum.	X
<b>Key Elements of Standard 4</b>	
4a. Knowing, understanding and using positive relationships and supportive interactions.	X
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	X
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	X
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	X
<b>5. Becoming a professional</b>	
5a. Identifying and involving oneself with the early childhood field	X
5b. Knowing about and upholding ethical standards and other professional guidelines	
5c. Engaging in continuous collaborative learning to inform practice	X

	<b>Addressed in Course</b>
5d. Integrating knowledgeable, reflective and critical perspectives on early education	<b>X</b>
5e. Engaging in informed advocacy for children and the profession	
<b>Supportive Skills</b>	
Skills in self-assessment and self-advocacy	<b>X</b>
Skills in mastering and applying foundational concepts from general education	<b>X</b>
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>