

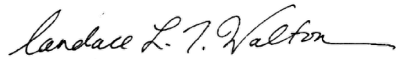


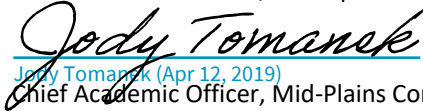

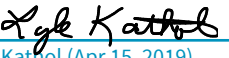


Syllabus
ECED1050
Expressive Arts
2019

Committee Members:

Barb Beck, Central Community College
Kweku Ocran, Little Priest Tribal College
Deanna Peterson, Metropolitan Community College
Andreea Shnyder, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Jackie Hahn, Nebraska Indian Community College
Connie Sixta, Northeast Community College
Crystal Kozak, Southeast Community College
Patsy Yager, Western Nebraska Community College

Facilitator: Katie Miller, NDE

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	Adopt
 Manoj Patil (Apr 15, 2019) Chief Academic Officer, Little Priest Tribal College	Adopt
 Thomas J McDonnell (Apr 17, 2019) Chief Academic Officer, Metropolitan Community College	Adopt
 Jody Tomansk (Apr 12, 2019) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (Apr 15, 2019) Chief Academic Officer, Nebraska Indian Community College	Adopt
 Lyle Kathol (Apr 15, 2019) Chief Academic Officer, Northeast Community College	Adopt
 Dennis Headrick (Apr 13, 2019) Chief Academic Officer, Southeast Community College	Adopt
 Kim Kuster Dale (Apr 14, 2019) Chief Academic Officer, Western Nebraska Community College	Adopt

EARLY CHILDHOOD EDUCATION

I. CATALOG DESCRIPTION

Course Number: ECED1050
Course Title: Expressive Arts
Prerequisite: None

Catalog Description: This course focuses on the development and application of materials, activities, and experiences that encourage the young child's (birth-8 year olds') creativity and aesthetic appreciation through visual arts, music, body movement, creative/open-ended thinking, dramatic arts, and play.

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

II. COURSE OBJECTIVES / COMPETENCIES

Course will:

1. Introduce the role of creativity in the child's overall development;
2. Explore how family, cultural, community, and societal factors influence the development of aesthetic appreciation;
3. Present developmentally appropriate creative experiences that address the individual child's physical, social, emotional, and cognitive needs based upon state and national guidelines and standards.
4. Identify and explore the goals for early childhood visual art and appropriate environments, materials, and strategies for reaching these goals.
5. Identify and explore the goals for early childhood music and appropriate environments, materials, and strategies for reaching these goals.
6. Identify and explore the goals for early childhood movement experiences and appropriate environments, materials, and strategies for reaching these goals.
7. Identify and explore the goals for early childhood dramatic arts, appropriate environments, equipment, and strategies for reaching these goals.
8. Support development of an awareness and appreciation of the similarities and differences among children, families, and colleagues.
9. Examine the importance of play as it impacts creativity, creative thinking, and problem solving.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

- 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 family, cultural, and community resources into creative experiences.
3. Demonstrate the ability to create and implement developmentally appropriate expressive arts activities.
4. Plan, implement, and reflect on creative learning centers and activities for children in the curriculum area of visual 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 arts.
8. Explain the importance of good relationships between families, children, and teachers.
9. Incorporate creativity, creative thinking, and problem solving into play activities.

IV. COURSE CONTENT / TOPICAL OUTLINE

- A. Developmentally appropriate activities
- B. Product versus process.
- C. Multicultural approaches
- D. Developmentally appropriate environments and materials
- E. Role of creativity in overall development
- F. Music, movement, dramatic arts, and creative thinking

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 Teachers and Children. Merrill Education/Prentice Hall.

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

Isenberg, Joan and Jalongo, Mary. Creative Thinking and Arts-Based Learning: Preschool Through Fourth Grade, with Enhanced Pearson e Text. Current Edition.

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

Supplemental Texts:

Nebraska Department of Education. Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.
<https://www.education.ne.gov/oec/early-learning-guidelines/>

Nebraska Department of Education. School Age Standards.

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 clinical/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. INSTITUTIONAL DEFINED SECTION












ECED1050 - Expressive Arts - 2019















Final Audit Report

2019-04-19

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