

Syllabus
ECED1050
Expressive Arts
2016

Committee Members:

Jackie Zeckser	Central Community College
Lisa Brestel	Central Community College
No Representative	Little Priest Tribal College
Kathy Halverson-Rigatuso	Metropolitan Community College
Deanna Peterson	Metropolitan Community College
Andreea Shnyder	Metropolitan Community College
Tyler Esch	Mid-Plains Community College
Loretta Hauxwel	Mid-Plains Community College
Jackie Hahn	Nebraska Indian Community College
Sharyn Thomas	Northeast Community College
Julie Miller	Southeast Community College
Linda Mattern-Ritts	Western Nebraska Community College

Tyler Esch

Facilitator: Tyler Esch, Mid-Plains Community College

Date Reviewed: January 29, 2016

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

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u>Deborah Brennan</u> Deb Brennan, Central Community College	X	_____	_____	5/19/16
<u>Betty Redleaf</u> Betty Redleaf, Little Priest Tribal College	X	_____	_____	5/19/16
<u>Tom McDannell</u> Tom McDannell, Metropolitan Community College	X	_____	_____	5/20/16
<u>Jody Tomanek</u> Jody Tomanek, Mid-Plains Community College	_____	X	_____	5/19/16
_____ Mary Johnson, Nebraska Indian Community College	_____	_____	_____	_____
<u>John Blaylock</u> John Blaylock, Northeast Community College	X	_____	_____	5-19-16
<u>Dennis Headrick</u> Dennis Headrick, Southeast Community College	X	_____	_____	5/19/16
<u>Kim Dale</u> Kim Dale, Western Nebraska Community College	X	_____	_____	5.19.16

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. Introduce 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. Present 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 Teachers and Children. Merrill Education/Prentice Hall.

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

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

Supplemental Texts:

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Ages 3 to 5*. 2013 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

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

Nebraska Department of Education. School Age Standards 2015
<http://www.education.ne.gov/AcademicStandards/index.html>

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. KEY ASSESSMENT

RELATIONSHIP to NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
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
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
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	
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	X
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X