

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CDEC 1358**  
**CREATIVE ARTS FOR CHILD DEVELOPMENT**  
**Semester Hours Credit 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. An exploration of principles, methods, and materials for teaching music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight. The student will define the creative process; describe the developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts; identify components of creative environments; and access creative arts activities.
- B. This course is a required course for the AAS Degree.
- C. This course is occupationally related and serves as preparation for careers in Child Development.
- D. Prerequisite(s): Yes

**II. LEARNING OUTCOMES**

- A. Upon the successful completion of this course, Creative Arts for Early Childhood, the student will be able to:
  - 1. Define and describe the creative process.
  - 2. Describe factors that encourage creativity in children birth through age eight.
  - 3. Compare and contrast the process-oriented experiences to product-oriented experiences.
  - 4. Define and describe the relationship of divergent thinking to creativity.
  - 5. Describe how open-ended questioning techniques encourage divergent thinking.
- B. Describe developmental sequences for creative arts.
  - 1. Outline how children's art develops.
  - 2. Summarize how musical development occurs.
  - 3. Explain and describe the development of movement (gross-motor, fine-motor, and perceptual awareness skills) in children.

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4. Describe the development of dramatic play in children birth through age eight.
- C. Analyze roles of the teacher in enhancing creativity.
1. Explain and describe the roles of the teacher in supporting visual arts in the classroom.
  2. Describe the roles of the teacher in providing music experiences.
  3. Summarize the role of the teacher in promoting movement activities.
  4. Outline the roles of the teacher in encouraging creativity in dramatic play.
  5. Describe the process-oriented experiences that support divergent thinking for visual arts, teaching music, movement, and dramatic play for children birth through age eight.
- D. Describe concepts taught through the creative arts.
1. Summarize the roles of visual arts, music, movement, and dramatic play in the overall development of children birth through age eight.
  2. Outline the concepts learned by children through participating in the visual arts, teaching music, movement and dramatic play.
- E. Identify components of creative environments.
1. Describe the environment that provides children with a wide range of process-oriented experiences in the visual arts, music, dramatic play, movement.
  2. Describe and discuss the role of aesthetics in environments for children.
  3. Describe the methods and materials that will enhance creativity in children.
- F. Access creative arts activities.
1. Apply the developmentally appropriate principles, materials and methods that encourage process-oriented experiences through play, small group learning experiences, open-ended questioning, group discussion, problem solving, cooperative learning, to help children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers.
  2. Plan and implement meaningful, integrated learning experiences in the arts, music, dramatic play and movement to enhance divergent thinking for children birth through age eight.

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

#### IV. COURSE REQUIREMENTS

##### A. General

1. Participate in class regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

##### B. There is not a Lab Requirement for this course.

#### V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

#### VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses  
Friday of 4th week for 6-week courses  
Friday of 6th week for 8-week courses  
Friday of 7th week for 10-week courses  
Friday of 9th week for 12-week courses  
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the

requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

- D. **Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
  
- E. **American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
  
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
  
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
  
- H. **Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
  - 1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating: giving or receiving information on an examination, homework, or projects.

## VIII. COURSE OUTLINE

### A. **Lesson One:** Creative Thinking through Play

1. **Learning Outcomes:** upon successful completion of this unit, the student will be able to:
  - a. Describe and discuss creativity involving children birth through age eight.
  - b. Define and actively promote creativity in children.
  - c. Describe and discuss diverse learners in creative activities to include creativity in an inclusion classroom.
  - d. Describe and discuss why play is important for young children.
  - e. Describe and discuss how play supports children's development?
  - f. Discuss a variety of ways teachers support children's play to include teachers' responsibilities.
  - g. Discuss and analyze the theoretical approach encouraging creative thinking.
  - h. Discuss and describe the characteristics of adult-child interactions.
  - i. Discuss and describe teaching techniques for supporting creative thinking and self expression.
  - j. Observe and document the differences involving conflicts in young children.
  - k. Introduce and implement My Education Lab assignments.
2. **Learning Activities**
  - a. Class lecture.
  - b. Reading assignments.
  - c. In-Class group art activities.
  - d. Plan and Prepare the Students' Creative Arts Portfolio.
  - e. Discuss and review PowerPoint Slides for chapter discussion.
  - f. Implement In-Class small group activities in relation to chapter study.
3. **Equipment and Materials**

- a. TV/DVD
- b. Computer
- c. Instructor Prepared Handouts

4. **Audio-Visual Aids:** Per instructor

5. **Lesson Outline:**

- a. Open discussion in relation to creativity for children birth through age eight.
- b. Encourage students to utilize written documentation involving the meaning of creativity, followed by open discussion.
- c. Discuss a variety of ways to include diversity in the classroom setting.
- d. Document and discuss a number of ways play is important concerning children birth through age eight. Compare results of students' responses with children.
- e. Discuss and review the cognitive and social aspects of play in relation to the development of play.
- f. Examine and discuss the questions: why, when, and what are the teachers' roles and responsibilities concerning play.
- g. Describe and analyze the different theoretical approaches in relation to play.
- h. Compare and discuss the students' characteristics of adult-child interactions in a classroom setting.
- i. Explore and encourage students' to share their own techniques for supporting creative thinking and self-expression.
- j. Discuss in-class problem-solving techniques pertaining to conflicts in the classroom.
- k. Read and review requirements for My Education Lab assignments.
- l. Discuss and review the developmentally appropriate activities for the Creative Arts Portfolio. Note: Students will work on their Portfolio throughout the semester.
- m. Students will work on a variety of projects for the Creative Arts Portfolio.

B. **Lesson Two:** Originality of the Arts

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Describe and discuss the classroom viewpoints involving art with children from birth through age eight.
- b. Identify and describe the meaning of process versus product.
- c. Discuss a variety of ways teachers support children's art to include teachers' responsibilities.
- d. Identify the developmental sequence of children's art for a specific group of children.
- e. Discuss what do children learn through teaching music and movement and dance?
- f. Describe and discuss the role of the teacher and in what ways the teacher can support the children.
- g. Describe and plan specific ways to implement activities for diverse learners.
- h. Explore and discuss when enactment occurs in the child; what is happening in the classroom?
- i. Investigate and discuss the importance of Dramatic Play involving young children.
- j. Discuss and review students' My Education Lab assignments.

**2. Learning Activities:**

- a. Class Lecture.
- b. Reading Assignments.
- c. In-Class group art activities.
- d. Plan and prepare Students' Creative Arts Portfolio.
- e. Students will be making a teacher made musical instrument in class.
- f. Students will work on a Bulletin Board Project.
- g. Student will work on a variety of Creative Art Projects.
- h. Students will work on Unit Lesson Plans.
- i. Discuss and review PowerPoint Slides for chapter discussion.

**3. Equipment and Materials:**

- a. TV/DVD
- b. Computer
- c. Music Recorder/CD's
- d. Instructor Prepared Handouts

**4. Audio-Visual Aids: Per Instructor**

**5. Lesson Outline:**



- a. Students will plan and submit a glue project in class. Then the students will role play responses with each other's art work.
- b. Compare and contrast the process versus product.
- c. Discuss reactions and responses pertaining to teachers' responsibilities including recognizing appropriate and inappropriate responses.
- d. Read and review the developmental sequence of children's art for a specific group of children.
- e. Encourage students to bring in samples of children's art for open discussion.
- f. Students will actively participate in music, movement, and dance.
- g. Compare and discuss ourselves as teachers' verses teachers' roles and responsibilities. Discuss what we need to work on.
- h. Open discussion concerning children of diversity. Encourage students to share experiences in class.
- i. Document and discuss the different ways children use dramatic play in a classroom setting.
- j. Students will work on Bulletin Board Projects according to a specific theme.
- k. Students will work on In-Class projects for the Creative Arts Portfolio.
- l. Students will document and submit theme-based lesson plan.
- m. Students will turn in Creative Arts Portfolio for instructor to review.
- n. Students will work on additional required samples as homework according to the Assignments and Grades Form.  
Note: Grade forms rubrics are given to the students at the beginning of the semester.
- o. Review and discuss the students My Education Lab assignments.

C. **Lesson Three:** Creativity--- Indoor/Outdoor Play Spaces/Materials and Resources

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
  - a. Develop and design a room arrangement plan.
  - b. Compare and contrast an Art-based center to a Center-based environment.
  - c. Describe how an Art-based center is used in the classroom setting.
  - d. Describe the developmental needs of the outdoor play spaces as well as the different types.
  - e. Define and describe the developmental needs of diverse children.

- f. Describe and discuss the appropriate materials needed for divergent and convergent learning experiences.
- g. Describe and discuss developmentally appropriate materials needed for children birth through age eight.
- h. Describe and explain the planning and implementing process of organized games.

**2. Learning Activities:**

- a. Class Lecture.
- b. Reading assignments.
- c. In-class group activities.
- d. Student will continue to plan and prepare Creative Arts Portfolio.
- e. Students will plan and implement Bulletin Board Project.
- f. Discuss and review PowerPoint Slides for the chapter discussion.

**3. Equipment and Materials:**

- a. TV/DVD
- b. Computer
- c. Music Recorder/CD's
- d. Instructor Prepared Handouts

**4. Audio-Visual Aids: Per Instructor**

**5. Lesson Outline:**

- a. Open discussion concerning the developmental needs of an Art-based center and Center-based settings.
- b. Identify and discuss appropriate outdoor creative activities.
- c. Define and discuss divergent and convergent learning experiences.
- d. Identify and discuss musical movement & games.
- e. Students will document and submit assigned Unit Lesson Plans.

**D. Lesson Four: Assessment and Cultural Influences**

**1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:**

- a. Explain and describe the challenges of assessment.
- b. Examine and discuss the questions: why, what, and how concerning assessment.

- c. Explain and discuss the teachers' roles; what are they accountable for?
- d. Examine and discuss the cultural influences concerning children and families.
- e. Compare and describe brain research in relation to creativity.
- f. Describe and discuss the study of music, movement, and creative growth assessments.

**2. Learning Activities:**

- a. Class lecture.
- b. Reading assignments.
- c. In-class group participation.
- d. Explore and discuss creative activities outside.
- e. Plan and participate in Musical Movement & Games.
- f. Plan and implement unit lesson plans.
- g. Review and discuss the PowerPoint slides for chapter discussion.

**3. Equipment and Materials:**

- a. TV/DVD
- b. Computer
- c. Music recorded/CD's
- d. Instructional prepared handouts

**4. Audio-Visual Aids: Per instructor**

**5. Lesson Outline:**

- a. Examine and discuss the assessment challenges involving children.
- b. Students will explore and discuss the reasons concerning the questions pertaining to the why, what, and how involving assessment.
- c. Explain and describe the roles of the teacher in relation to working with children birth through age eight.
- d. Discuss students input concerning cultural influences.
- e. Students will plan and implement a cooking experience.
- f. Students will submit the assigned Creative Arts Portfolio.
- g. Student will research and submit a Reaction Paper Assignment. Topics for this assignment include: SIDS, SBS, and Prenatal & the Birth Process.
- h. Review and discuss the students My Education Lab assignments.