

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1358</u>
COURSE TITLE	<u>Creative Arts for Early Childhood</u>
COURSE CREDIT HOURS	<u>3 2 : 2</u> Credits Lec Lab

I. Catalog Description

Explores the 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. **(2:2).**

II. Course Objectives

A. Unit I. Creative Process

1. Describe factors that encourage and discourage creativity.
2. Compare process-oriented experiences to product-oriented experiences.
3. Explain the relationship of divergent thinking to creative expression.
4. Describe how open-ended questioning techniques encourage divergent thinking.
5. Explain the relationship of multiple intelligences to creativity.

B. Unit II. Role Play in Growth and Development

1. Explain how play affects the development of children in all domains.
2. Contrast different types of play.
3. Discuss characteristics of social play at different ages.

C. Unit III. Developmental Sequences for Creative Arts

1. Outline how children's art develops.
2. Summarize how musical development occurs.
3. Explain development of movement (gross-motor, fine-motor, and perceptual awareness skills) in children.
4. Describe development of dramatic play in children.

D. Unit IV. Roles of the Teacher in Enhancing Creativity

1. Explain roles of the teacher in supporting visual arts in the classroom.
2. Describe roles of the teacher in providing music experiences.
3. Summarize roles of the teacher in promoting movement activities.
4. Outline roles of the teacher in encouraging creative dramatics/dramatic play.

E. Unit V. Concepts Taught through Creative Arts

1. Summarize the role of visual arts, music, movement, and creative drama in the overall development of children.
2. Outline concepts learned by children through participating in creative art, music, movement and dramatic play/creative drama.

F. Unit VI. Components of Creative Environments

1. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama, and movement.
2. Discuss the role of aesthetics in environments for children.
3. Describe materials that will enhance creativity in children.

G. Unit VII. Appropriate Activities for Music, Movement, Visual Arts, and Dramatic Play

1. Use developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers.
2. Implement meaningful, integrated experiences in the arts, music, drama, and movement with other curriculum areas.

III. THECB Learning Outcomes (WECM)

1. Define the creative process.
2. Describe the role of play in a child's growth and development and developmental sequences for creative arts.
3. Analyze teacher roles in enhancing creativity.
4. Describe concepts taught through the creative arts and components of creative environments.
5. Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.

IV. Evaluation

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

Grading Scale:

A = 90 - 100
 B = 80 - 89
 C = 70 - 79*
 D = 60 - 69*
 F = below 60*

*** Remediation**

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.