



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Child Development 116
Descriptive Title: Creative Art for Young Children
Course Disciplines: Child Development/Early Childhood Education
Division: Behavioral and Social Sciences

Catalog Description:

This course focuses on the principles and methods of planning, presenting and evaluating creative art experiences for young children ages two to six in diverse settings. Emphasis will be placed on facilitating creativity, self-expression, and concept and skill development through the use of art media such as paint, clay, collage, chalk and woodworking. Methods for adapting creative art experiences for children with special needs will be discussed. The course is designed for teachers in training and teachers in service needing to develop and refine skills in understanding, planning, and implementing curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Conditions of Enrollment:

Prerequisite: Child Development 103 with minimum grade of C or equivalent or Concurrent Enrollment

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:** February 18, 1997
Transfer UC: No

General Education:
El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Supporting Play: Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
2. Activity Plans: Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based related activities.
3. Creativity: Demonstrate an understanding of the many aspects of the teachers' role in enhancing creativity and the creative process.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify developmentally appropriate creative art experiences for children ages two through six in diverse early childhood educational programs.
 - Term or other papers
2. Compare and contrast theories of creativity and the developmental stages of young children's art.
 - Presentation
3. Plan creative art experiences to foster cognitive, psychosocial, creative, and physical development of young children.
 - Presentation
4. Formulate developmentally appropriate objectives and select concepts for creative art experiences for young children.
 - Term or other papers
5. Present and evaluate art activities and curriculum for young children using a variety of art media.
 - Presentation
6. Adapt creative arts materials and activities for children with special needs.
 - Presentation
7. Plan, present, and evaluate art experiences to meet the needs of children from diverse cultures.
 - Presentation
8. Develop and employ strategies to communicate the value of creating creative art to parents of young children.
 - Term or other papers
9. Evaluate State standards and the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices and apply them to curriculum planning.
 - Term or other papers
10. Develop and express a deeper knowledge and understanding of creativity and how it can be expressed through a wide variety of art mediums in order to enhance personal teaching skills and strategies.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Developmental Stages in Children's Art A. Factors Influencing Development B. Art as Pre-literacy C. Pictorial Stage and Writing.
Lecture	3	II	Developmental Domains in Relation to Creativity A. Cognitive B. Psychosocial C. Physical
Lecture	3	III	Creativity A. Definitions and Theories of Creativity B. Characteristics of Creative Children C. Methods of Encouraging Creativity
Lecture	3	IV	Differences Between Creative Art and Craft Projects A. Relationship Between Creativity and Learning B. Skill Development and Self-Esteem in Children
Lecture	3	V	Planning the Environment A. Preparing Materials for Creative Art Experiences B. Integrating Creative Art Experiences into the Curriculum Themes C. Skill Attainment D. Strategies, Roles, and Responsibilities to Support Children's Art
Lecture	3	VI	Cultural and Community Awareness A. Involving Parents and the Community in the Creative Art Program B. Communicating the Value of Creative Art to Parents. C. Aesthetics
Lecture	3	VII	Appropriate Art Experiences for Young Children A. Children with Special Needs B. Children of Diverse Cultures C. Art Experiences and Technology
Lecture	3	VIII	Curriculum Development A. Planning B. Presenting C. Evaluating D. Resources for Creative Art Materials

Lecture	3	IX	Formulating Objectives and Identifying Concepts for Art Activities and Art Experiences A. Process versus Product B. Three-Dimensional Art
Lecture	3	X	Painting A. Finger Painting B. Print-Making C. Using Brushes and Other Tools D. Easels E. Skill and Concept Development F. Exploring Types of Paint G. Paint and Sensory Play
Lecture	3	XI	Modeling Compounds A. Homemade Play Dough B. Terra Cotta C. Skill and Concept Development
Lecture	3	XII	Collage A. Adhesive B. Backings C. Materials D. Skill and Concept Development
Lecture	3	XIII	Art Tools and Self Expression A. Crayons B. Chalk C. Pastels D. Felt Pens E. Varieties of Paper and Paper-Related Art Activities F. Mixed Media G. Tools, Scissors, Glue/Adhesives H. Skill and Concept Development
Lecture	3	XIV	Sculpture and Fiber Art A. Materials B. Tools C. Skill and Concept Development
Lecture	3	XV	Sewing and Weaving A. Visual Patterns B. Fine Motor and Eye-Hand Coordination C. Cultural Art
Lecture	3	XVI	Woodworking A. Safety B. Tools C. Materials D. Skill and Concept Development
Lecture	3	XVII	Standards A. State Standards B. National Association of the Education of Young Children

		(NAEYC) C. Developmentally Appropriate Practices
Total Lecture Hours	54	
Total Laboratory Hours	0	
Total Hours	54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Portfolio Assignment: Collect art samples and ideas throughout the semester and organize them into a portfolio using the guidelines distributed in class. This compilation of ideas and materials will become a valuable resource for you as a teacher of young children. Entries may also include pictures, poetry or any medium or method that will enhance your knowledge about working with young children in this curriculum area. Throughout the semester, keep a journal documenting and reflecting upon your own creativity. Assess how your early experiences (or lack of) influence the ways in which you plan and implement curriculum.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Observe and evaluate a creative art experience for young children. In a two- to three-page essay, assess how the activity encourages creativity and eye-hand coordination. Propose ways in which the activity can be improved to enhance a child's development, modified to promote diversity, or adapted for children with special needs.
2. Select an age group and design a two- to three-page creative art activity plan which encourages creative expression in young children. Include developmentally appropriate objectives and concepts, materials, procedures, questions you will ask the children, and theme-based activities that will further enhance or reinforce the concepts being presented.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Written homework
Term or other papers
Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work
Journal

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Robert Schirrmacher. Art and Creative Development for Young Children. 8th ed. Thompson-DelMar Learning, 2014.

Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Students will furnish various materials and supplies necessary for the preparation and presentation of learning activities

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Child Development-103	Sequential

B. Requisite Skills

Requisite Skills
Understanding of Piaget's theory of cognitive development and knowledge of the physical, socioeconomic, cognitive and language develop in all children. CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.
CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
Ability to recognize and analyze the effects of environmental and cultural influences on development. CDEV 103 - Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category : Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Antoinette Phillips on 09/01/1996.

BOARD APPROVAL DATE: 02/18/1997

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by Janet Young

Date: 4/1/2019

20070