

Course Syllabus

Course: **CDEC 1358.271 Creative Arts in Childhood Education**
Semester: Summer 2024 (10 weeks) June 3– August 8
Class Times: Tuesdays 6:00 – 8:00; and Online/Blackboard
Instructor: Cherri Stallings
Office: Lubbock Career and Technical Center, Room LBC 125I
Office Hours: Before and after class and by appointment
Phone: 806-716-4619
Email: cstallings@southplainscollege.edu

“South Plains College improves each student’s life.”

General Course Information

Course Description

This course provides an exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight.

Learning Outcomes

*See *See attached NAEYC Associate Standards* Students will:	NAEYC Standards [see attached]
1. Define the creative process.	S4
2. Describe the developmental sequences of creative arts.	
3. Analyze teacher roles in enhancing creativity.	
4. Describe concepts taught through the creative arts.	
5. Identify components of creative environments.	
7. Access creative arts activities.	

Course Objectives

1. Define the creative process. (F7)
 - a. Describe factors that encourage and discourage creativity. (C10)
 - b. Compare process-oriented experiences to product-oriented experiences.
 - c. Describe how open-ended questioning techniques encourage divergent thinking.(C14)
2. Describe the role of play in a child’s growth and development and the developmental sequences. (C10)
 - a. Explain how play affects the development of children in all domains.
 - b. Contrast different types of play.
 - c. Discuss characteristics of social play at different ages.
3. Describe developmental sequences for creative arts.
 - a. Outline how children’s art develops.
 - b. Explain development of movement (gross-motor, fine-motor and perceptual awareness skills) in children.
 - c. Describe development of dramatic play in children.
4. Analyze teacher roles in enhancing creativity. (C5) (C6) (C7)(F7)
 - a. Explain teacher roles in supporting visual arts in the classroom.
 - b. Describe teacher roles in providing music experiences.
 - c. Summarize teacher roles in promoting movement activities.
 - d. Outline teacher roles in encouraging creative dramatics/dramatic play.
 - e. Describe how to use assessment information to plan and provide child-centered learning activities. (F9) (F10)
5. Describe concepts taught through the creative arts. (F7)
 - a. Summarize the role of visual arts, music, movement and creative drama in the overall development of children.
 - b. Outline concepts learned by children through participating in creative art, music, movement and dramatic play/creative drama. (F9) (F10)

- c. Describe strategies for infusing culture through the creative arts curriculum. (F13)
- d. Discuss ways that bias might influence children’s behavior when participating in art, music, movement and dramatic play. (C9)
- 6. Describe components of creative environments. (F7)
 - a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama and movement.
 - b. Describe materials that will enhance creativity in children. (F9)
- 7. Plan, implement and assess child-centered activities for music, movement, visual and dramatic play. (C1) (F7)
 - a. Implement meaningful, integrated learning experiences in the arts, music, drama, and movement with other curriculum areas. (F9) (F13)
 - b. Use creative transitions with children. (F7)
 - c. Adapt music, movement, visual arts and dramatic play to meet the needs of children with special needs. (C14) (F7) (F9) (F10)

Evaluation Methods

1. Attendance & Participation in discussion
2. Weekly reading assignments
2. Completion of online assignments
3. Presentation of Projects

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

SPECIFIC COURSE REQUIREMENTS

Text and Materials

No textbook is required for this course.

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>
FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>
 Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class. More than three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence. Attendance records will be considered in the computation of final grades. The last drop date for the college is **July 31, 2024**.

Assignment Policy

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

Grades for this class will be determined by the following criteria:

Classroom Experiences 10 @ 40points	400 points
Project Ideas Discussion Board 5 @ 40 points	200 points
Journals 10 @ 20 points	200 points
Theme Presentation	200 points
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

*Students must earn C or higher for course to be applied to Child Development degree or certificate.

Communication Policy

- ➔ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
- ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis**. *If you need to email the instructor, you need to have the subject of the email to be CDEC 1358 Creative Arts followed by the subject of the email.*
Example: CDEC 1358 Creative Arts: Question about Assignment 1
 - ➔ **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. [23-24 Student Guide](#) See signature form.

Course Syllabus Statements

<https://www.southplainscollege.edu/syllabusstatements/>

COURSE OUTLINE

I. Creative Process	A. Drawing and early writing
A. Child-Centered Art vs Teacher-Directed Projects	III. Planning for Literature
B. Understanding Creativity	IV. Encouraging Play and Drama and Introducing Music
C. Creative Thinking	V. Sensory Experiences
D. Creative Experiences	
E. Art and the Developing Child	
II. Celebrating Visual Art	

SCANS Competencies

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works With a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

Foundations Skills

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



June 2024

- I have reviewed the syllabus for this course and understand the requirements as described.
- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature

Date

No signature needed. There will be a syllabus survey in Blackboard where you will agree to the statements above.