CDEC 1358: Creative Arts for Early Childhood
Syllabus

1) Instructor: Kara Gore
Phone: 979-230-3536
Office: C-201
Office Hours: TBA

2) Course Description:
An exploration of principles, methods, and materials for teaching young children music, movement, visual arts, and dramatic play through process-orientated experiences to support divergent thinking.

3) Prerequisites:
No prerequisites.

4) Texts and Related Materials:
Johnson, J. Creative Activities for Young Children. Thomson Delmar Learning. 2010

5) Course Format:
Class:
- Three hours per week in a lecture-discussion-group work format.
- Stay current with your reading assignments because group activities will be based on some of those assignments.

6) Course Evaluation & Grading:
The overall grade for the course is based on homework assignments, class participation, projects, & tests.

Scale
90% – 100% = A
80% – 89% = B
70% – 79% = C
60% – 69% = D
Below 60% = F

Brazosport College
500 College Drive
Lake Jackson, TX 77566
**Candidate Learning Objectives:**
Candidate objectives correlate with the NAEYC Teacher Preparation Standards. NAEYC Standards can be found at [www.naeyc.org](http://www.naeyc.org).

<table>
<thead>
<tr>
<th>CDEC 1358</th>
<th>CANDIDATE LEARNING OBJECTIVES</th>
<th>Artifact/Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Promoting child development and learning</strong></td>
<td>1c) The candidate identifies developmentally appropriate practices and learning environments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1d) The candidate uses constructed knowledge of developmentally appropriate practices to implement activities &amp; lessons in practical application situations within the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1l) The candidate develops activities and describes ways to enhance diversity understanding within the classroom environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1q) The candidate uses constructed knowledge of the &quot;subject matter&quot; and child development principles in a developmentally appropriate manner.</td>
<td></td>
</tr>
<tr>
<td><strong>II. Building family and community relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Observing, documenting, and assessing to support children and families</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Teaching and learning</strong></td>
<td>4b) The candidate creates a positive learning climate that meets the needs of diverse student populations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4k) The candidate demonstrates the ability to understand and create an integrated curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4o) The candidate demonstrates strategies to promote creative arts within the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>V. Becoming a professional</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WECM Course Objectives CDEC 1358:**

1. Define the creative process.
   a. Describe factors that encourage and discourage creativity.
   b. Compare process-orientated experiences to product-orientated experiences.
   c. Explain the relationship of divergent thinking to creative expression.
   d. Describe how open-ended questioning techniques encourage divergent thinking.
   e. Explain the relationship of multiple intelligences to creativity.

2. Describe the role of play in a child’s growth and development. *(1,8,10)*
   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. *(6)*
   a. Outline how children’s art develops.
   b. Summarize how musical development occurs.
   c. Explain development of movement (gross-motor, fine-motor and perceptual awareness skills) in
children.
d. Describe development of dramatic play in children.

4. Analyze teacher roles in enhancing creativity. (9,10)
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.

5. Describe concepts taught through the creative arts. (1,6,7)
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.
c. Describe strategies for infusing culture through the creative arts curriculum.
d. Discuss ways that bias might influence children’s behavior when participating in art, music, movement, and dramatic play.

6. Describe components of creative environments. (1,4,5,6,8,10)
a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama and movement.
b. Discuss the role of aesthetics in environments for children.
c. Describe materials that will enhance creativity in children.

7. Plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play. (1,4,5,6,7,10)
a. Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas.
b. Use creative transitions with children.
c. Adapt music, movement, visual arts and dramatic play to meet the needs of children with special needs.

SCANS Competencies:
The Secretary's Commission on Achieving Necessary Skills (SCANS) identified competencies in the areas of Resources, Interpersonal, Information, Systems, Technology; and foundation skills in the areas of Basic Skills, Thinking Skills, and Personal Qualities. This course is part of a program in which each of these competencies and skills are integrated.
8) General Course Information:

1. **Field Experience:** TECA & EDUC courses require field experience (labs) and an acceptable criminal history check as stated by the Texas Department of Protective and Regulatory Services (Refer to: Early Childhood Development & Education Field Experience Guide)

2. **Lanyards:** Students must purchase an “Early Childhood / Education” Student Lanyard from the bookstore and place your current student identification card with year sticker in the case. This lanyard **MUST** be worn to every class period at the Children’s Center and off site field experiences; you may / will be turned away from class or field experience if you are not wearing your lanyard. This is for your safety, the children’s safety and for identification purposes.

3. **Exams/Tests:** Exams are administered during class time. Makeup exams will not be given unless discussed with the instructor before hand or proper documentation is attached and turned in with the exam for the missed class. No electronic devices (cell phones, etc) will be allowed on and/or in sight during the exam and no food/drink will be allowed out either.

4. **Homework/Projects/Experiences:** Late assignments will not be accepted unless discussed with the instructor before and proper documentation is attached and turned in with the assignment for the missed class. **Proper Documentation** includes – doctor’s note with date, hospital bill or record for you or and immediate family member; jury duty form; funeral home document for a death in the family; tow slip with date and time. For other forms, discuss with the instructor.

5. **Academic/Scholastic Dishonesty:** BC assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work present by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the BC Student Guide for more information, also available on line at http://www.brazosport.edu. Remember you are training to be a teacher that will be held to a high standard and is expected to conform to the Code of Ethics set by SBEC and/or the Code of Ethical Conduct set by NAEYC.

6. **Attendance & Withdrawal:** There will be points awarded for class attendance and participation throughout the semester, these points may not be made up. The course instructor will not drop a student from this class; the student must do so if he/she wants to withdraw from a course rather than receiving a failing grade. Check the semester schedule for the last day to withdraw.

7. **Students with Disabilities:** BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, (979)230-3236 for further information.

8. **Student Services Information:** Tutoring for certain academic courses is available in the LAC (979)230-3253. Student Services Counseling and Advising is at 230-3040. Information Technology is available for technical assistance; call the Helpdesk at 230-3266.

9. **Student Responsibilities:** Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.
   1. Attend class, take notes and ask questions if information is unclear
   2. Communicate with the instructor
   3. Understand and complete course work assigned

9) **Children’s Center Notes:**

a. Students may arrive at the CC no more than 30 minutes before class starts.

b. Students may: use cell phones, smoke, gather, but not inside or in front of the entrance way to the CC.

c. Students may observe at the CC at any time from the observation windows (we encourage it), but please no contact with the children or their families. The observation windows have a sound system that uses head phones, so please be neat and clean up the area when you leave. When observing, sign in at the front table. (Refer to: Early Childhood Field Experience Guide)

d. Early childhood courses and students must respect all of the Children’s Centers (CC) rules and staff or be asked to leave which could result in failure to attend class.
### Tentative Semester Calendar with Reading & Assignments

<table>
<thead>
<tr>
<th>Dates (Wednesday)</th>
<th>Reading Due</th>
<th>Due - Assignments &amp; In-Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1: Creativity</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2: Creative Teacher</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3: Role of Play</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Mini: Pgs 13-49 &amp; 67-112</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 4: Visual Arts</td>
<td>TEST #1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 5: Creating Art</td>
<td>HW #1</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 6: Music</td>
<td>HW #2</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 7: Movement</td>
<td>HW #3</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 8: Drama</td>
<td>HW #4</td>
</tr>
<tr>
<td>Week 11</td>
<td>Appendix B &amp; C</td>
<td>HW #5</td>
</tr>
<tr>
<td></td>
<td>Mini: Pgs 61-66</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 9: Across the Curriculum</td>
<td>TEST #2</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 10: Integrating the Arts</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>Project #1 - Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>