

## **COURSE OUTLINE**

### **Creative Experiences for Young Children I**

#### **Course Description**

CD 115. Creative Experiences for Young Children I. 3 hours credit. This course will enable the student to construct and maintain an environment for young children that fosters aesthetic sensitivity and creativity. The student will focus on the selection, construction, evaluation, and use of materials, activities, and experiences that will encourage the young child's creativity in the visual arts, music, body movement, dramatic play, language, science, mathematics, nutrition, social studies, and health and safety curriculum areas.

#### **Course Relevance**

While the world changes rapidly around us, the developmental needs of young children remain constant. Early childhood educators are charged with providing an environment that nourishes each child where they are in the developmental continuum. Our commitment to the development of the child's creativity must be strong as young children face the technological pressures in today's world. The concepts learned in this course will enhance the student's ability to meet those challenges.

#### **Required Materials**

Mayesky, M. (2009). *Creative activities for young children*. (9<sup>th</sup> ed.). Clifton Park, NY: Delmar Publishing Company.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Plan developmentally appropriate creative curriculum that addresses the individual child's physical, social, emotional, and cognitive needs
2. Organize, present, and evaluate creative experiences

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Speaking
  - Through the demonstration of various learning activities in front of the class.
2. Critical Thinking
  - Through a variety of analytical skills through written assignments and other activities conducted in class.

Secondary skills (developed but not documented):

Teamwork  
Writing

Internet Use  
Reading  
Listening  
Effective Relationships  
Aesthetic Response

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Preparation of a collection of theme or topic related activities for a learning center which demonstrates knowledge in all areas of development of young children
2. Class presentations on theme and topic related learning activities for young children

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Creativity and aesthetics
  - B. Developmentally appropriate activities
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Fostering creativity and aesthetics in young children can affect the growth in the other four developmental areas
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Definition of creativity and aesthetics
  - B. Appropriate expectations for planning and implementing creative activities in all curricular areas
  - C. The role of art in the development of the young child
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Define creativity and aesthetics and explain their purpose and importance in teaching young children and meeting their developmental needs
  - B. Choose and use materials that have good creative and aesthetic potential for learning
  - C. Describe and use the steps in conducting an effective creative activity: preparation, presentation, and evaluation

### **Learning Units**

- I. Creativity
  - A. Definition and importance of creativity
  - B. Characteristics of creativity and a creative child
  - C. Relationship between creativity and the curriculum
  - D. Questioning strategies use to encourage creative thinking
  - E. Modifying the curriculum to encourage creative thinking
  - F. Philosophy of differentiated instruction
- II. Aesthetics
  - A. Definition and importance of aesthetics
  - B. Relationship between aesthetics and creativity
  - C. Aesthetic sensitivity

- D. Aesthetic/art experiences
  - E. Language for talking about art with young children
  - F. Aesthetic and creative environment and materials
- III. The Participants
    - A. The child
      1. Importance of the child's needs, including physical, social, emotional, and cognitive
      2. Multiple Intelligences
      3. Children with special needs
      4. Attention span
    - B. The teacher
      1. Attitudes on teaching and learning
      2. Strategies for success
      3. Legislation and education
- IV. Environment
    - A. Physical space
    - B. Activity/interest centers
    - C. Selection of equipment
- V. Play, development and creativity
    - A. Definition and importance of play
    - B. Violent play
- VI. Technology
    - A. Importance and purpose of use in the classroom
    - B. Choosing software
    - C. Use of internet
- VII. Art and social-emotional growth
    - A. Self-concept and self-acceptance
    - B. Child to teacher relationships
    - C. Child to group relationships
- VIII. Art and physical-mental growth
    - A. Motor development
    - B. Developmentally appropriate activities
    - C. Cognitive development
- IX. Developmental levels and art
    - A. Stages of art
- X. Program basics
    - A. Goals
    - B. Setting up

- C. Materials and strategies
- XI. Creative activities
  - A. Two dimensional
  - B. Three dimensional
- XII. Dramatic play
  - A. Definition and importance
  - B. Physical space
  - C. Adaptations for special needs children
  - D. Puppets
- XIII. Creative movement
  - A. Goals of creative movement
  - B. Elements of creative movement
  - C. Adaptations for special needs children
- XIV. Creative music
  - A. Goals for creative music
  - B. Guidelines for planning music experiences
- XV. Creative language experiences
  - A. Speaking and listening skills
  - B. Emergent literacy
  - C. Choosing and using children's books
  - D. Use of poetry in the classroom
- XVI. Creative science and math
  - A. Importance to child's development
  - B. Types of activities
  - C. Materials and strategies
- XVII. Creative health, safety, and food experiences
  - A. Guidelines for activities
  - B. Food experiences in the classroom
  - C. Health and safety experiences in the classroom
- XVIII. Celebrations in the curriculum
  - A. Holidays
  - B. Policies of celebrations
  - C. Developmentally appropriate practices with holiday celebrations

### **Learning Activities**

Independent learning activities will be assigned to assist the student to achieve the intended learning outcomes. Class discussions, group work, presentations, lecture, and reading assignments will also contribute to the learning process.

**Grade Determination**

The student will be graded on completion of daily work, class participation, activity presentations, learning center presentation, and other methods of evaluation at the discretion of the instructor.