

**Course Syllabus**

Course: **CDEC 1358.200 Creative Arts in Childhood Education**  
 Semester: Spring 2016  
 Instructor: Cherri Stallings  
 Office: Reese Campus, Building 5, Room 512E  
 Office Hours: By appointment  
 Phone: 806-392-4122 (cell)  
 Email: [cstallings@southplainscollege.edu](mailto: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.

**Learning Outcomes**

| *See *See attached NAEYC Associate Standards*   | NAEYC Standards | NAEYC Supportive Skills |
|---|-----------------|-------------------------|
| Students will:  |                 |                         |
| 1. Define the creative process.   | S4d             | SS3<br>SS4              |
| 2. Describe the role of play in a child's growth and development and the 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         |                 |                         |
| 6. Describe components of creative environments.  |                 |                         |
| 7. Plan, implement and assess child-centered activities for music, movement, visual and dramatic play.              |                 |                         |

**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. Explain the relationship of divergent thinking to creative expression.
  - d. Describe how open-ended questioning techniques encourage divergent thinking.(C14)
  - e. Explain the relationship of multiple intelligences to creativity.
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. 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. (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. Discuss the role of aesthetics in environments for children.
  - c. 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)

### Methods of Evaluation

Regular class attendance & participation  
 Presentation of Projects  
 Minimum average score of 75 on grading components

### Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations to daily reports and to term papers.

**Plagiarism:** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

### SCANS and Foundation Skills

|                 |                    |               |            |
|-----------------|--------------------|---------------|------------|
| Basic Skills    | Personal Qualities | Information   | Systems    |
| Thinking Skills | Resources          | Interpersonal | Technology |

### Verification of Workplace Competencies

In this capstone course for Child Development students will design and present a professional portfolio which highlights competence in each of the NAEYC Standards.

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## SPECIFIC COURSE REQUIREMENTS

### 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 Levelland, Lubbock, & Reese campuses.

- **Anti-virus Software:** Please make sure that your computer has an up-to-date antivirus software program installed.
- **Programs:** **Microsoft Word** and **Adobe Reader** (free download at [www.adobe.com](http://www.adobe.com))

### Text and Materials

No textbook required for this course.

### Attendance Policy

- Students will be expected to complete the following tasks:
- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process.
- It is the student's responsibility to sign in during each class.
- More than three absences from class may result in withdrawal of the student from class.
- Two tardies or leaving early twice = 1 absence.
- Good attendance may be used to raise a grade if it is near a "cut-off" point.
- Failure to attend class and/or complete assignments will affect your final grade.
- Students with excessive absences should consider withdrawing from the course to protect their G PA.
- It is the student's responsibility to initiate and completely withdraw from the course.
- Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade.
- Drops may be completed through the registrar's office at South Plains College.
- Drop date for the college is **April 28, 2016**.

### 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. The exception to this is work assigned to be completed as a team. In this case, the same grade will be given each member of the team.

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### Grading Policy

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

|                                   |             |
|-----------------------------------|-------------|
| <b>Classroom Experiences</b>      |             |
| <b>15 @ 30 points</b>             | 450 points  |
| <b>Projects and Presentations</b> |             |
| <b>3 @ 100 points</b>             | 300 points  |
| <b>Theme Presentation</b>         | 200 points  |
| <b>Creative Notebook</b>          | 50 points   |
|                                   | <hr/>       |
|                                   | 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

Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and 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 1358.200 Creative Arts in Childhood Education followed by the subject of the email. Example: CDEC 1358.200 Creative Arts in Childhood Education Question about Assignment 1

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## Student Conduct

Students are expected to abide by standards of student conduct as defined in the SPC Student Guide. See signature page.

## COURSE OUTLINE

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|--|--|
| I. Creativity <ul style="list-style-type: none"><li>A. Understanding Creativity</li><li>B. Creative Thinking</li><li>C. Creative Experiences</li><li>D. Art and the Developing Child</li></ul> | IV. Providing Art Experiences <ul style="list-style-type: none"><li>A. Child Centered Art vs. Teacher Directed Projects</li><li>B. Integrating Art across the Curriculum</li></ul> |
| II. Young Children as Artist: A Developmental View <ul style="list-style-type: none"><li>A. Art and the Developing Child</li><li>B. Children's Artistic Development</li></ul>                  | V. Roles and Strategies <ul style="list-style-type: none"><li>A. DAP Art Experiences</li><li>B. Roles, Response, and Strategies to Support Children's Art</li></ul>                |
| III. Celebrating Visual Art <ul style="list-style-type: none"><li>A. Drawing and early writing</li><li>B. Sensory Experiences</li></ul>  |  |

## ACCOMMODATIONS

### Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

### Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

## 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.

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**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.

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**National Association for the Education of Young Children  
Standards for Early Childhood Professional Preparation**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

**STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

#### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

#### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

#### **STANDARD 6. BECOMING A PROFESSIONAL**

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

#### **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

#### **NAEYC SUPPORTIVE SKILLS**

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



I have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date