

CHLD 63N: ARTISTIC & CREATIVE DEVELOPMENT

Foothill College Course Outline of Record

| Heading | Value |
|-------------------------|---|
| Effective Term: | Summer 2022 |
| Units: | 3 |
| Hours: | 3 lecture per week (36 total per quarter) |
| Degree & Credit Status: | Degree-Applicable Credit Course |
| Foothill GE: | Non-GE |
| Transferable: | CSU |
| Grade Type: | Letter Grade Only |
| Repeatability: | Not Repeatable |

Student Learning Outcomes

- Compare and contrast methods that encourage and discourage creative growth in the young child.
- Identify the benefits of using a variety of media to promote children's sensitivity to, and use of various tactile, visual and performing arts.
- Understand the elements of creativity and creative thinking.

Description

Artistic awareness and creativity in young children. Uses a variety of media to promote children's sensitivity to, and use of, various tactile arts, visual arts and performing arts. Role of the family and teacher in encouraging children's explorations. Emphasis on developmentally appropriate curriculum that encourages children's imagination, creative thinking and self-expression.

Course Objectives

The student will be able to:

1. Compare and contrast methods that encourage/discourage creative growth in the young child.
2. Demonstrate an awareness of the benefits of using a variety of media to introduce children to various tactile, visual and performing arts.
3. Formulate and evaluate curriculum plans which affirm and respect culture, language, ethnicity, ability, economic class and gender diversity.
4. Demonstrate an understanding of the stages of development in art in young children and how these stages are the basis of planning creative experiences.
5. Describe the teacher's role in the planning and aesthetic presentation of creative experiences for children.

Course Content

1. Compare and contrast methods that encourage/discourage creative growth in the young child.
 - a. Observation and evaluation of open-ended and closed creative experience for children.
 - b. Journal reflection of student's comparison of a creative experience versus a non-creative experience.

- c. Importance of avoiding use of models when presenting creative experiences for children.
2. Demonstrate awareness of the benefits of using media to introduce children to tactile, visual and performing arts.
 - a. Exploration of medium including different types of paint, clay and play dough, drawing materials such as crayons, pastels, colored pencils, felt pens; collage, textiles and woodworking.
 - b. Demonstration of methods used with children to explore music, story re-enactment and dramatic play
 - c. Student illustration of a children's book using various art media.
 3. Formulate and evaluate curriculum plans which affirm and respect culture, language, ethnicity, ability, economic class and gender diversity.
 - a. Assessment of art experiences for access that is appropriate for all children.
 - b. Curriculum planning that reflects the sequence of a child's ability to construct and represent their world.
 4. Demonstrate an understanding of the stages of art development in young children and how these stages are the basis of planning creative experiences.
 - a. Stages of art development.
 - b. Universal symbols in children's art.
 - c. The whole child: social/emotional, cognitive, physical and language.
 5. Describe the teacher's role in the planning and aesthetic presentation of creative experiences for children.
 - a. Discussion of importance of creating an environment conducive to the development of art expression and aesthetics.
 - b. Determination of age-appropriate goal of experience/activity, collection of materials, setting up experience, observation, documentation, facilitation and reflection or evaluation.

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Classroom with sink and movable chairs.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation
 Student journals
 Written observations
 Create a resource binder
 Individual presentation
 Self assessment

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion

Oral presentations
Practical experiences
Demonstration

Representative Text(s) and Other Materials

Galusky, Theresa, and MaryEllen Bardsley. [Sparking a Love of Art](#). 2020.

Murphy, Lisa. [Play: The Foundation that Supports the House of Higher Learning](#). 2015.

Pelo, Ann. [The Language of Art: Reggio Inspired Studio Practices in Early Childhood Settings](#). 2007.

Texts older than five years are still relevant to the course.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text, supplemental articles
2. Weekly journal writing
3. Two written observation papers
4. Final written paper reflecting on the process of final project

Discipline(s)

Child Development/Early Childhood Education