

CHLD 71: PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate the ability to plan, prepare, and facilitate an open-ended art experience.
- Recognize of the variety of art media that can be used with young children to encourage their creativity.
- Demonstrate knowledge of methods to foster creativity in young children.

Description

Introduction to a variety of creative art activities for the young child. Exploration of a variety of tactile arts including paint, chalk, play dough, collage and crayons. Emphasis on developmentally appropriate curriculum development that encourages children's imagination, creative thinking and self-expression.

Course Objectives

The student will be able to:

1. Demonstrate the ability to plan, prepare, and facilitate an open-ended art experience.
2. Recognize the variety of art media that can be used with young children to encourage their creativity.
3. Demonstrate knowledge of methods to foster creativity in young children.
4. Demonstrate knowledge of the different approaches that teachers can take when exposing children to art activities.

Course Content

1. Demonstrate the ability to plan, prepare, and facilitate an open-ended art experience
 - a. Creative art activities based on the developmental needs of the individual child
 - b. Development of appropriate goals for the creative experience
 - c. Importance of offering a variety of creative art experiences to develop opportunities for a child's self-expression

2. Recognize the variety of art media that can be used with young children to encourage their creativity
 - a. Drawing materials
 - b. Glue
 - c. Paint
 - d. Sensory exploration materials such as play dough
3. Demonstrate knowledge of methods to foster creativity in young children
 - a. Strategies and teaching practices that encourage creativity
 - b. Importance of creating an emotional and physical environment conducive to the development of art expression and aesthetics in young children
 - c. Developmentally appropriate evaluation of a creative art experience for a child
 - d. Recognize and apply knowledge of the importance of cultural sensitivity in encouraging a young child's creativity
4. Demonstrate knowledge of the different approaches that teachers can take when exposing children to art activities
 - a. Teacher directed experience
 - b. Child directed experience
 - c. Teacher guided experience
 - d. Hands-on activities

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Classroom with a sink and tables.
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
 Creative activity resource binder
 Plan, prepare, facilitate and evaluate an open-ended art activity
 In-class writing reflections

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

Instructor will provide articles for discussion en lieu of text. Examples:

Haney, Stephanie. "Paper, Paint, Brushes, and... Books? Teaching Art Through Literacy, and Literacy Through Art." Exchange Press, 2021.

Murphy, Lisa. "Art is not a RECEIPT for Child Care! True creative art with young children celebrates the process, not the product!" 2018.

Shedd, Margaret K., and Rebecca L. Coyner. "Every Color on the Canvas-Using Art to Explore Preschoolers' Understanding of Differences." Young Children (July 2015): Vol. 70. (Article remains relevant to the field.)

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

1. Reading relevant articles
2. Writing assignments reflecting on class experiences
3. Preparation of creative activity resource binder

Discipline(s)

Child Development/Early Childhood Education