

MIDDLESEX COMMUNITY COLLEGE  
EARLY CHILDHOOD EDUCATION DEPARTMENT

ECE 103- CREATIVE ART EXPERIENCES FOR YOUNG CHILDREN

Instructor: Dina Ford  
Monday: 6:20 - 9:05 p.m.  
Semester: Spring 2016  
Phone: (860) 978-8600

Room: Meriden room 507  
Credits: 3  
Office Hours: Before and after class

**E-mail : Dina.Ford@meridenk12.org**

**TEXT:**

Schirmacher,R Art and Creative Development for Young Children (8<sup>th</sup> ed).  
Delmar (2002).

**COURSE DESCRIPTION:**

This course is designed to study the concept of creativity and the creative process as it applies to art and play for young children. It will include exploring the relationship of creative art to the total educational program of the young child. Experimentation with the use of various media techniques and methods will be included. At the completion of this course, the student will be able to set-up a creative play environment, facilitate children's creative play and develop an art philosophy and a creative art program for children. This course will be especially helpful for students interested in future work in preschool centers or childcare facilities.

**COURSE OBJECTIVES:**

- Students will recognize that the process of creating is more important than the product.
- Discuss the uniqueness of children's creative expression.
- Describe children's developmental levels of art and play.
- Facilitate children's creative ability, problem-solving and thinking skills through describing, expanding, modeling, and asking open-ended questions.
- Plan developmentally appropriate environments that stimulate creativity and self-expression.
- Write lesson plans for art and play experiences.
- Explain creativity as a product, process, skill, set of personality traits, and a set of environmental conditions; identify and explain the four components of divergent thinking and production.
- Examine how art fosters child development and how individual children express themselves in art.
- Evaluate how art can help exceptional and multicultural children.
- Compare and contrast different ways of viewing the early childhood curriculum; identify the major early childhood curricular areas; examine how art fosters learning in other early childhood curricula areas.

- Examine the relationship between sensing, perception, feeling, thinking, and concept development; list and briefly explain the different senses and construct a multi-sensory activity.
- List and briefly explain the artistic elements; identify the categories and physical properties of color; devise art activities that will help children learn about the artistic elements.
- Use the continuum of approaches to identify three different ways to teach art; evaluate the teacher's role as a model and participator in early childhood art, identify ways in which a teacher can be a creative individual and art specialist in the center or classroom.
- Examine the Plan, Implement and Evaluate (PIE) cycle in curriculum development; identify the major developmental goals in early childhood education; compare and contrast strategies for integrating art in the early childhood curriculum.

**COURSE CONTENT:**

The following topics will be covered:

1. Understanding Creativity
2. Creative Thinking
3. Play and Creative Experiences
4. Setting Up Play Environments (Dramatic Play, Block Play, etc.) and Facilitating Play.
5. Sensory Experiences –sand, water, woodworking, and using the senses.
6. Art and the Developing Child.
7. Special Needs and Cultural Diversity.
8. Children's Artistic Development.
9. Elements of Art.
10. Exploring Aesthetic Environments.
11. Roles and Strategies to Children's Artistic Expression.
12. Appropriate Art Media and the Art Center.
13. Integrating Art Across the Early Childhood Curriculum.
14. Planning, Implementing and Evaluating Art.
15. Portfolios and Art Assessment.
16. The Language of Art-Responding to Children's Art.

**BLACKBOARD:**

All PowerPoint discussions are uploaded on to blackboard for your viewing. A description of each art activity and assignments are also located on there as well.

**GRADING:**

- A) Class participation during projects----- 200 points (25 points per class)
- B) Online discussions -----200 (25 points each)
- C) Portfolio of Art Resources-----200 points (final presentation)
- D) Online Journal----- 200 points (25 points each)

**COURSE REQUIREMENTS/DESCRIPTION**

**A) Attendance-** Attendance will be taken in each class session. This course is highly experiential and hands-on, therefore, attendance at all sessions is crucial. It is expected that you come to class on time and well prepared.

**B) PORTFOLIO OF ART RESOURCES:**

You are responsible for assembling a portfolio of your artwork or an art resource file. This will model a technique that students should create for children’s work samples. The portfolio will contain samples of each student’s activities that represent their own artistic development over the semester. All art activities done in and out of class should be included. Please remember to date, name, and describe your art activities as well as explain why this activity is important for young children’s development.

This file will be collected at the end of the semester. All information/materials should be neatly organized in a 3-ring binder or a creative resource file of your choice. If you have projects that are three dimensional/do not fit in binder, a picture of the project should be taken and put in its place.

**C): ONLINE JOURNAL**

You will be required to complete and journal every other week as part of the online part of this course. This can be found under the Journal Tab in Black Board. Every other week an online journal question will be given for you to answer. You responses are private. Each question will be derived from the readings that week. They will be worth 25 points each.

**D): ONLINE DISCUSSION** There will be 8 online discussions responses worth 20 points each. You will be required to partake in an online class discussion every other week as part of the online part of this course. Every other week under the Discussion Tab in Black Board will be a question and/or thought that you and your classmates will discuss. In order to ear full credit you must have a least two points of conversation each week.

**COURSE FORMAT**

Every student must have completed the required readings prior to each class. Based on this assumption, the lectures will be on key topics and concepts that will engage the students in general discussion based on the readings and other class projects. Different media of teaching and learning will be used throughout the period.

<p><b>ON CAMPUS</b>  <b>Week One</b>  <b>1/23/2017</b></p>	<ul style="list-style-type: none"> <li>• Introductions/Overview</li> <li>• Ice breaker activity</li> <li>• Creativity questionnaire</li> <li>• Creativity Poem-</li> <li>• Art activity- Harold and the Purple Crayon</li> </ul>	
<p>ONLINE</p>	<ul style="list-style-type: none"> <li>• Chapter 1, 2, 3</li> <li>• Chapter 1-Understanding Creativity</li> </ul>	

<p>Week Two 1/30/2017</p>	<ul style="list-style-type: none"> <li>• Chapter 2- Creative Thinking</li> <li>• Chapter 3-Creative Experiences</li> <li>• Personality activity- Multiple intelligences</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 1 both due by 11:59 pm on 2/5/17</p>
<p><b>ON CAMPUS</b> Week Three 2/6/2017</p>	<ul style="list-style-type: none"> <li>• Art Activity</li> </ul>	
<p>ONLINE Week Four 2/13/2017</p>	<ul style="list-style-type: none"> <li>• Online journal and discussion</li> <li>• Chapter 5-Children's Artistic Development</li> <li>• Chapter 6 –The Elements of Art</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 2 both due by 11:59 pm on 2/19/17</p>
<p><b>No Class</b> 2/20/2017</p>	<p>No Class: Presidents Day</p>	
<p>ONLINE Week six 2/27/2017</p>	<ul style="list-style-type: none"> <li>• Chapter 7-Aesthetics</li> <li>• Chapter 8-Sensory Experiences</li> <li>• Chapter 9- The Complete Early Childhood Art Program</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 3 both due by 11:59 pm on 3/5/17</p>
<p><b>ON CAMPUS</b> Week seven 3/6/2017</p>	<ul style="list-style-type: none"> <li>• Art Activity</li> </ul>	
<p><b>NO CLASS</b> Week Nine 3/13/2017</p>	<p>SPRING BREAK</p>	
<p><b>ON CAMPUS</b> 3/20/2016</p>	<ul style="list-style-type: none"> <li>• Art Activity</li> </ul>	

<p>ONLINE</p> <p>Week Ten 3/27/2016</p>	<ul style="list-style-type: none"> <li>• Chapter 10- Child-Centered Art vs Teacher-Directed Projects</li> <li>• Chapter 11-Planning, Implementing, and Evaluating Art</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 4 both due by 11:59 pm on 4/2/17</p>
<p>ON CAMPUS</p> <p>Week Eleven 4/3/2017</p>	<ul style="list-style-type: none"> <li>• Art Activity</li> </ul>	
<p>ONLINE</p> <p>Week Twelve 4/10/2017</p>	<ul style="list-style-type: none"> <li>• Chapter 12- Integrating Art across the Early Childhood Curriculum</li> <li>• Chapter 13- The Art Center</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 5 both due by 11:59 pm on 4/9/17</p>
<p>ON CAMPUS</p> <p>Week Thirteen 4/17/2017</p>	<ul style="list-style-type: none"> <li>• Art activities</li> </ul>	
<p>ONLINE</p> <p>Week Fourteen 4/24/2017</p>	<ul style="list-style-type: none"> <li>• Chapter 14-Art Experiences Through Technology</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 6 both due by 11:59 pm on 4/30/17</p>
<p>ON CAMPUS</p> <p>5/1/2017</p>	<ul style="list-style-type: none"> <li>• Discuss portfolio and expectations for presentation</li> </ul>	.
<p>ONLINE</p> <p>Week Fifteen 5/8/2017</p>	<ul style="list-style-type: none"> <li>• Chapter 15-Art Experiences Through Technology</li> <li>• Work on presentation</li> <li>• Online journal and discussion</li> </ul>	<p>Discussion and Journal 7 both due by 11:59 pm on 5/12/17</p>
<p>ON CAMPUS</p> <p>5/13/2017 Last Class</p>	<p>Portfolio and Presentation Due</p>	<p>Summer Break!</p>