SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-22
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ECED 1050
Course Title	Expressive Arts
Prerequisite(s):	None
Catalog Description:	This course focuses on the development and application of materials, activities, and experiences that encourage the young child's (birth-8 year olds') creativity and aesthetic appreciation through visual arts, music, body movement, creative/open-ended thinking, dramatic arts, and play.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

II. COURSE OBJECTIVES: *Course will:*

1. Introduce the role of creativity in the child's overall development.
2. Explore how family, cultural, community, and societal factors influence the development of aesthetic appreciation.
3. Present developmentally appropriate creative experiences that address the individual child's physical, social, emotional, and cognitive needs based upon state and national guidelines and standards.
4. Identify and explore the goals for early childhood visual art and appropriate environments, materials, and strategies for reaching these goals.
5. Identify and explore the goals for early childhood music and appropriate environments, materials, and strategies for reaching these goals.
6. Identify and explore the goals for early childhood movement experiences and appropriate environments, materials, and strategies for reaching these goals.
7. Identify and explore the goals for early childhood dramatic arts, appropriate environments, equipment, and strategies for reaching these goals.
8. Support development of an awareness and appreciation of the similarities and differences among children, families, and colleagues.
9. Examine the importance of play as it impacts creativity, creative thinking, and problem solving.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*

1. Define creativity as it relates to all aspects of activities for young children.
2. Describe the relationship between learning, play, and creativity for young children.
3. Discuss the concept of process versus product in all areas of creativity.
4. Explore aesthetics as it relates to family and culture and explain its role in developing creative children.
5. Explore how to incorporate family, cultural, and community resources into the creative experiences.
6. Demonstrate the ability to create and implement developmentally appropriate expressive arts activities.
7. Plan, implement, and reflect on creative learning centers and activities for children in the curriculum area of art.

8. Plan, implement and reflect on creative learning centers and activities for children in the curriculum area of music.

9. Plan, implement and reflect on creative learning centers and activities in the curriculum area of movement.

10. Plan, implement and reflect on creative learning centers and activities in the curriculum area of dramatic arts.

11. Explain the importance of good relationships between families, children, and teachers.

12. Incorporate creativity, creative thinking and problem solving into play activities.

B. General Education Learning Outcomes

1. GELO #3: Critical Thinking & Problem Solving
Outcome: Acquire and integrate knowledge and construct relationships across disciplines.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Foundations for Creativity in Early Care and Education

a. Role of creativity in development

b. Aesthetic appreciation

B. Foundations for Visual Art in Early Care and Education

a. Developmentally appropriate environments

b. Developmentally appropriate materials

c. Planning developmentally appropriate activities

C. Foundations for Music in Early Care and Education

a. Developmentally appropriate music strategies

D. Foundations for Movement in Early Care and Education

a. Developmentally appropriate movement strategies

E. Foundations for Dramatic Play in Early Care and Education

a. Planning and implementing dramatic play activities

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Mayesky, Mary, *Creative Activities for Young Children*, 11th Edition, Cengage Learning, ISBN: 1-2854-2817-X.

B. Other Resources:

1. Children's books determined quarterly.

2. For Online Classes: Access to a video camera, webcam, and /or microphone to complete video assignments.

3. Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.*
https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Presentation methods will include, but will not be limited to: Lecture, class discussions, visual presentations, demonstrations and participatory activities.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the

beginning of each term. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

A. A grade of "C" or better is required to count toward an ECED degree.