SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-25

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:*
A.   Describe the relationship between learning, play, and creativity in all aspects of activities in young children.
B.   Examine developmentally appropriate creative experiences that address the individual child's physical, social, emotional, and cognitive needs based upon state guidelines and standards.
C.   Identify and explore appropriate environments, materials, and guidance strategies for early childhood visual arts, music, movement experiences, and dramatic arts.
D.   Explore similarities and differences among children, families, and colleagues in the field of early childhood education.
E.   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 and describe the relationship between learning, play, and creativity.
2.   Demonstrate an understanding of the concept of process versus product in all areas of creativity.
3.   Model how to incorporate family, cultural, and community resources into creative experiences for young children.
4.   Demonstrate the ability to create and implement developmentally appropriate expressive arts activities.
5.   Plan, implement, and reflect on creative learning centers and activities for children in the curriculum area of visual art, music, movement, and dramatic arts.
6.   Explain the importance of good relationships between families, children, and teachers.
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.   Howard, Rebecca & Mayesky, Mary, *Creative Activities & Curriculum for Young Children,* 12ᵗʰ Edition, Cengage Learning, ISBN: 978-0-357-63064-8.
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.