

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

Early Childhood Education

Revision Date: 07-01-19

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ECED 1050
Course Title: Expressive Arts
Prerequisite(s): None
Catalog Description: This course focuses on the selection, construction, and use of materials, activities and experiences that encourage the young child's creativity and aesthetic appreciation through the visual arts, music, body movement, and dramatic play. Curriculum is designed for 3-8 year olds.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Examine the role of creativity in the child's overall development
- B. Develop awareness of aesthetic appreciation and family, cultural, community and societal factors influencing its development.
- C. Plan developmentally appropriate creative curriculum based upon state and national guidelines and standards that address the individual child's physical, social, emotional, and cognitive needs.
- D. Discuss the goals for an early childhood art program; identify appropriate environments, equipment, and strategies for reaching these goals.
- E. Discuss the goals for an early childhood music program; identify appropriate environments, equipment, and strategies for reaching these goals.
- F. Discuss the goals for movement education in an early childhood education program, identify appropriate environments, equipment, and strategies for reaching these goals.
- G. Discuss the goals for dramatic play education in an early childhood education program, identify appropriate environments, equipment, and strategies for reaching these goals.
- H. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1.
 - a. Define creativity as it relates to all aspects of activities for young children.
 - b. Describe the relationship between learning, play, and creativity for young children.
 - c. Discuss the concept of process versus product in all areas of creativity.
 - 2.
 - a. Define aesthetics as it relates to family and culture and explain its role in developing creative children.
 - b. Incorporate families, cultural, and community resources into the creative curriculum.
 - 3.
 - a. Demonstrate the ability to locate developmentally appropriate creative activities and resources.
 - b. Demonstrate the ability to plan group activities that meet the needs of individual children.

- c. Demonstrate the ability to plan and carry out activities with young children in the curriculum areas of: art, music, movement, puppetry, dramatic play.
 - 4. Plan, implement, and reflect on creative learning centers and activities for children in the curriculum area of art.
 - 5. Plan, implement and reflect on creative learning centers and activities for children in the curriculum area of music.
 - 6. Plan, implement and reflect on creative learning centers and activities in the curriculum area of movement.
 - 7. Plan, implement and reflect on creative learning centers and activities in the curriculum area of dramatic play.
 - 8. Explain the importance of good relationships between parent, 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. 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.