

ECED-1340: CREATIVE DEVELOPMENT IN AN INTEGRATED CURRICULUM

Cuyahoga Community College

Viewing: ECED-1340 : Creative Development in an Integrated Curriculum

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ECED - Early Childhood Education

Course Number:

1340

Title:

Creative Development in an Integrated Curriculum

Catalog Description:

Exploration of planning, organizing, implementing, and assessing a developmentally appropriate curriculum that fosters creative development impacting the whole child. Connections between creative experiences and an integrated curriculum are highlighted. Preparation, organization, and maintenance of the early childhood environment and materials are emphasized. Students in lecture/lab setting experience a variety of music, movement and art suitable for young children. Includes observations in early childhood education settings.

Credit Hour(s):

3

Lecture Hour(s):

2

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I and ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs.

Outcomes

Course Outcome(s):

Plan and organize a developmentally appropriate curriculum that fosters the creative development of young children.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Describe the sequence of musical skill development in young children.
2. Describe the developmental stages of children's art.
3. Describe the sequence of motor skill development of young children in the context of creative development.
4. Identify appropriate art, music, and movement activities for each phase of development (birth-age 5).
5. Create developmentally appropriate art, music, and movement experiences for young children.
6. Explain the connection of art, music, and movement to young children's physical, emotional, social, cognitive, and creative development.
7. Identify adaptations to support individual variations and special needs.
8. Describe relationships between art, music, and movement to emergent literacy.

9. Align developmentally appropriate creative experiences to learning and development goals and state standards.
10. Describe the value of creative experiences to the development of the whole child.
11. Discuss the connection between creative experiences and early brain development.
12. Identify how creative experiences are connected to self-expression.

Course Outcome(s):

Select and organize appropriate creative materials and environments for art, music, and movement curriculum.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Describe factors and materials needed to create an environment conducive to music and movement.
2. Explain how to arrange a developmentally appropriate area in the classroom that promotes children's independence and open-ended art.
3. Shows understanding of environmental safety when planning for creative experiences.
4. Articulate verbal and nonverbal communication strategies that support a positive interpersonal environment.
5. Describe principles of anti-biased curriculum as they apply to teacher behaviors in the classroom.

Course Outcome(s):

Identify opportunities to increase family involvement and knowledge about creative development.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Values and integrates individual family's "funds of knowledge" including culture, ethnicity, and language, into the curriculum.
2. Identify community resources available to families that can further creative development.
3. Describe and communicate the value of creative development and process-focused creative experiences.

Course Outcome(s):

Implement developmentally appropriate teaching and assessment strategies in creative experiences.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Identify communication skills and strategies that support children's art experiences.
2. Demonstrate appropriate feedback to promote positive creative experiences.
3. Integrate creativity throughout the curriculum.
4. Describe and apply methods of assessing children's creative, musical, and physical development.
5. Demonstrate the use of documentation to communicate children's learning.
6. Assess creative learning through observation.
7. Practice appropriate teaching strategies with young children through creative experiences.

Methods of Evaluation:

1. Participation in lab experiences
2. Observations in early childhood environments (utilizing a rating scale).

3. Documentation of creative development experiences.
4. Presentations of age-appropriate experiences for young children.
5. Resource file.
6. Oral & written reports
7. Quizzes and exams.

Course Content Outline:

1. Creativity
 - a. Self-Expression
 - b. Exploration
 - c. Process vs. product
 - d. Philosophy of creative development
2. Role of the teacher as facilitator in creative development across ages 0-5 (infants, toddlers, preschoolers)
 - a. Providing an interpersonal environment to encourage and support creativity
 - b. Establishing a physical environment conducive to creative exploration
 - c. Selection, care, and use of developmentally appropriate materials
 - d. Plan and implement creativity throughout an integrated curriculum
 - e. Incorporate standards in the creative arts
 - f. Communication skills
 - i. Open-ended questions
 - ii. Process-focused feedback
 - g. Groups
 - i. Small
 - ii. Large
 - iii. Child guided
 - iv. Teacher guided
3. Development
 - a. Domains related to creative experiences
 - i. Physical
 1. Fine motor
 2. Large motor
 - ii. Cognition
 1. Memory
 2. Auditory development
 3. Visual development
 - iii. Language
 1. Phonological awareness
 2. Emergent literacy
 - iv. Emotional
 1. Self-concept
 2. Self-esteem
 3. Expressions of feelings
 - v. Social
 1. Relationships
 2. Cooperation
 - b. Brain
 - i. Infants
 - ii. Toddlers
 - iii. Preschoolers
 - c. Theories
 - i. Piaget, Jean
 - ii. Vygotsky, Lev
 - iii. Gardner, Howard
 - iv. Kellogg, Rhoda
 - v. Gordon, Edwin
 - vi. Lowenfeld, Viktor
4. Assessment

- a. Assessing the needs, interests and, abilities of children
- b. Documentation
 - i. Dictation experiences
 - ii. Displays/evidence
- 5. Teaching Strategies for Infants, Toddlers, Preschoolers
 - a. Open-ended art experiences through a variety of media
 - i. Drawing (chalk, markers, crayons, pencils) on a variety of surfaces
 - ii. Painting and printmaking
 - iii. Modeling materials (clay, play dough, silly putty, plasticine/oil-based clay)
 - iv. 3D art
 - v. Collage materials, found materials
 - b. Music as active learning
 - i. Listening
 - ii. Singing
 - iii. Playing
 - iv. Creating
 - v. Rhythm
 - vi. Instruments
 - vii. Recorded music
 - c. Movement activities
 - i. Non-locomotor
 - ii. Locomotor
 - iii. Congination
 - iv. Creative
 - d. Transitions
- 6. Families
 - a. Awareness of diversity, equity, inclusion and each family's funds of knowledge
 - b. Using parent friendly language to communicate learning
 - c. Community resources

Resources

Bance, Linda. *Music for Early Learning-Songs and Musical Activities to Support Children's Development*. Routledge, 2012.

Bergen, Doris, et al. *Enhancing Brain Development in Infants and Young Children: Strategies for Caregivers and Educators*. Teachers College Press, 2020.

Fox, Jill Englebright, and Robert Schirrmacher. *Art and Creative Development for Young Children*. 8th ed. Cengage, 2015.

Harms, Thelma, et al. *Early Childhood Environment Rating Scale (ECERS-3)*. 3rd ed. Teachers College Press, 2015.

Harms, Thelma, Debby Cryer, et al. *Infant/Toddler Environment Rating Scale-ITERS-3..* 3rd ed. Teachers College Press, 2017.

Melbourne, S.A., & Campbell, P.H. *Creating Adaptations for Routines and Activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University, 2007.

National Association for the Education of Young Children, National Association for the Education of Young Children. *developmentally Appropriate Practice in Early Childhood Programs-Serving Children from Birth Through Age 8..* 4th ed. NAEYC, 2022.

Resources Other

1. "NAEYC-Families Blog ." *Https://Www.Naeyc.Org/Resources/Topics/Families-Blog*, www.naeyc.org/. Accessed 15 May 2023.

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