

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECHD 110

Course Title: Children and the Arts

Year: 2020-2021

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is a study of the creative arts processes in visual art, drama, literature, music, and movement for students preparing to work with young children. Opportunities are given to identify and develop programs, lessons and activities to meet young children's needs in the area of creative arts. The value of the arts in early childhood, both as an important end and as tools for success in other areas is discussed (NAEYC). Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and Spring semesters.

Course Context/Audience

This course, which covers the creative processes in young children, is required in the Early Childhood A.A.S. degree program. It focuses on the areas of visual arts, dramatic play and literature, music and movement.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

1. Students should be able to demonstrate an understanding of the central role that creative expression and play have in the process of development and learning in young children.
2. Students should be able to apply their knowledge of the creative process to the areas of visual arts, dramatic play, music and movement as they learn and develop age-and-developmentally appropriate experiences for young children across the curriculum.
3. Students should be able to recognize and articulate the multiple opportunities for learning that children experience through the arts and should acquire useful techniques for documenting this process for the purpose of child assessment.
4. Students should develop an awareness of the multiple opportunities the arts provide for inclusion of all children as individuals and unique learners.
5. Students should recognize the arts and documentation of the creative process as wonderful tools for communication and building reciprocal relationships with families.
6. Students should use technology to enhance and extend their learning by visiting the website developed for their textbook and additional sites recommended, to access additional resources and perspectives on the arts in early education.

Course Objectives/Topics

Objective/Topic	# Hours
Overview of Course: Creativity and the Young Child; Play and the Young Child; Contexts for Creative Expression	9 Hours
Applying Knowledge of Creative Expression and Play to Art in the Early Childhood Setting: Art Workshops; Guiding Young Children's Creative Expression; Communicating with Families; Telling a Story through Documentation	15 Hours
Applying Knowledge of Creative Expression and Play to Literature, Creative Dramatics and Storytelling in the Early Childhood Setting: The Power of Children's Literature; Dramatic Play; Storytelling; Assessing Creative Expression and Play	12 Hours
Applying What We Have Learned About Creative Expression and Play to Music and Movement: Music, Movement and the Young Child; Music for Non-Musicians	6 Hours
Creative Arts Festival: Presentation of Group Projects	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
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<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>The planned curriculum for ECHD 110 supports this goal through the use of assignments that require students to read textbooks, take part in planning and carrying out activities that represent educational practice developmentally appropriate for young children as well as represent and reflect through writing accumulated knowledge and reaction to learning experiences presented in the college classroom environment. An example of the type of assignment presented in ECHD 110 is the use of open-ended materials. Students are introduced to the concept of open-ended materials and to the practice of using such materials to promote and support the development of creative thinking. Emphasis is placed on the way in which to establish classroom environments and plan curriculum that allows children to represent their ideas through the use of materials in a process format instead of producing a teacher directed product. Students are given opportunities to compare and contrast the value of these open-ended activities.</p>
<p>SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>

<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The curriculum carried out in ECHD 110 is guided by the goals of social/global awareness. Students are assigned specific reading and writing that provide opportunities to gain the necessary skills to understand the consequences of their actions and the way in which lives are shaped by the world in which one lives. Assignments consider encouraging students to practice these skills in preparation for the work they will enter as they leave the college experience. In addition to the described reading and writing assignments, students work with materials and ideas prevalent in early childhood classrooms that represent the historical and current theory and practice of early childhood education. Students in the early childhood program observe early childhood classrooms. Students also take on the role of teacher as they practice carrying out lessons with their peers. These activities complement and enhance the learning provided in the college classroom setting. This type of experience allows the student to observe and reflect on the influence of the world with all its complexities on the education experience for young children as well as consider the impact and influence a teacher/caregiver brings to that educational experience. The following example illustrates the type of assignment carried out by a student enrolled in ECHD 110. Students hear stories and folk tales from a variety of cultural sources. As a culminating activity in the course each student selects a story and tells that story to fellow students transitioning their fellow students into the story using a related song or finger play.</p>
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Instructional Methods

The instructor should combine lectures, group discussions, and experiential workshops. Students should be expected to participate actively in all class activities. Students are responsible for their own learning, the instructor's role is to provide them with the resources and information they need to construct knowledge and extend their thinking about the creative process in young children.

Methods of Assessment/Evaluation

Method	% Course Grade
Writing Assignments (4)	30%
Quizzes (3)	30%
Final Project	20%
Attendance/Participation	20%

Text(s)

Growing Artists: Teaching the Arts to Young Children. Bouza Koster

Other readings as assigned by the instructor
Required

Bibliography

Bredenkamp, Sue & Copple, C. eds. (© 1997). Developmentally Appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredenkamp, Sue, & Rosegrant, T. (series & vol. Eds.). (© 1992, 1995). Reaching potentials: Vol. 1 & Vol. 2. Transforming early childhood curriculum and assessment. Washington, DC: NAEYC.

Chang, H. N., Muckelroy, A., et al (© 1996). Looking In, Looking Out: Redefining child care and early education in a diverse society. San Francisco, CA: California Tomorrow.

Cohen, D. H., Stern, V., and Balaban, N. (© 1997). *Observing and recording the behavior of young children*. (4th ed.). New York, NY: Teachers College Press.

Copley, J. V. (© 2000) *The young child and mathematics*. Washington, DC: NAEYC.

Copley, J. V., ed (© 1999). *Mathematics in the early years*. Washington, DC: NAEYC.

Carter, M. and Curtis, D. *Training teachers: A harvest of theory and practice*. St. Paul, MN: Redleaf Press.

Carter, M. and Curtis, D. *The visionary director: A handbook for dreaming, organizing, and improvising in your center*. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. *Reflecting children's lives: A handbook for planning child-centered curriculum*. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. *The art of awareness: How observation can transform your teaching*. St. Paul, MN: Redleaf Press.

Edwards, C. et al, eds (© 1998). *The hundred languages of children: The Reggio Emilia Approach –Advanced reflection*. Stamford, CT: Ablex Publishing Corporation.

Gandini, L. & Edwards, C. P. (© 2001). *Bambini: The Italian approach to infant/toddler care*. New York, NY: Teachers College Press.

Gardner, H. (© 1993). *Frames of Mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Helm, Harris J. & Lilian Katz. *Young investigators: The project approach in the early years*. St. Paul, MN: Redleaf Press.

Jones, E. *Teaching adults: An active learning approach*. Washington, DC: NAEYC.

Jones, E. & Nimmo, J. *Emergent curriculum*. Washington, DC: NAEYC.

Katz, L. & Chard, S. (© 1989). *Engaging children's minds: The project approach*. Stamford, CT: Ablex Publishing Corporation.

Shore, R. (© 1997). *Rethinking the brain: New insights into early development*. New York, NY: Families and Work Institute

Other Learning Resources

Audiovisual

No resources specified

Electronic

<http://artsedge.kennedy-center.org/>

<http://www.nwrel.org/cfc/>

<http://www.eastern.edu/publications/emme/>

<http://www.gsn.org/>

<http://curry.edschool.virginia.edu/curry/centers/multicultural/>

<http://www.scholastic.com/>

<http://www.ankn.uaf.edu/>

<http://www.dreamtime.net.au/dreaming/index.htm>

<http://www.kstrom.net/isk/mainmenu.html#top>

<http://ecrp.uiuc.edu/v3n2/mendoza.html>

<http://www.cbookpress.org/>

<http://ecrp.uiuc.edu/index.html>

<http://www.scils.rutgers.edu/~kvander/ChildrenLit/asian.html>

<http://members.aol.com/mcsing29/index.htm>

<http://www.cynthialeitichsmith.com/>

<http://www.soemadison.wisc.edu/ccbc/50mult.htm>

<http://www.hehd.clemson.edu/CurrInst/Kaminski/indexK.htm>

<http://www.isomedia.com/homes/jmele/homepage.html>

<http://www.nypl.org/branch/kids/asian/asian.html>

<http://www.storyarts.org/>

http://cnet.ucr.edu/Latino_Bibliography.html

<http://cnet.ucr.edu/library/bplg/>

<http://www.oyate.org/>

<http://www.crede.ucsc.edu/>

<http://www.dshs.wa.gov/occp/22-486.pdf>

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

<http://www.futureofchildren.org/>

Other: No resources specified
