

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECHD110

Year: 2024-2025

Course Title: Children and the Arts

Credit Hours: 3

I. Course Description:

This course explores how teachers nurture creativity through the classroom environment, and facilitation of experiences in the creative processes inherent in the visual arts, drama, literature, music, and movement. Students explore their own creativity through process oriented play with a variety of materials and learn how choices that teachers make in developing environments, programs, lessons, and activities impact a child’s sense of self in relation to their family, the classroom community, society and the world. Prerequisites: None. 3 cr. (3 Lec.) Fall semester.

I. Additional Course Information:

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| 1. This course is required in the Early Childhood A.A.S. degree program. |
| 2. Early Childhood AAS students must earn a C to pass the course. |
| 3. <i>Children and the Arts</i> is required for the Teaching Assistant Credential. |
| 4. This course is not intended for Liberal =Arts & Sciences Early Childhood Education AS students as it may only transfer as an elective that may not be applied to baccalaureate degree requirements. However, these students may take this course to graduate with the Teaching Assistant Credential. |
| 5. Students who enroll in this course in a modality other than in person may need to purchase some materials for process work. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Explain the central role creative expression and play have in the development and learning of young children as individuals and unique learners in a diverse society. |
| 2. Design inclusive and developmentally-appropriate experiences to nurture creativity in young children as they explore the arts. |
| 3. Describe and practice methods of supporting language acquisition and mathematizing as children are immersed in the creative process. |
| 4. Interpret their creative identity through personal reflections on the application of the artistic process as they explore a variety of artistic mediums. |
| 5. Formulate a vision of their ideal classroom environment that would nurture creativity and open ended exploration of the arts for all children. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-

program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. **For each ILO chosen, list the SLO to which it aligns.**

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- Use technology appropriate to their discipline.
- Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Early Childhood AAS**

PLO: Students will design and assess developmentally appropriate practices for children ages 0-8.

SLO 2: Design inclusive and developmentally appropriate experiences to nurture creativity in young children as they explore the arts.

SLO 3: Describe and practice methods of supporting language acquisition and mathematizing as children are immersed in the creative process.

PLO: Students will communicate effectively taking into consideration audience and purpose.

SLO 1: Explain the central role creative expression and play have in the development and learning of young children as individuals and unique learners in a diverse society.

SLO 4: Interpret their creative identity through personal reflections on the application of the artistic process as they explore a variety of artistic mediums.

PLO: Students will locate, evaluate, and apply relevant information.

SLO 5: Formulate a vision of their ideal classroom environment that would nurture creativity and open ended exploration of the arts for all children.

PLO: Students will evaluate and implement effective anti-bias practices.

SLO2: Design inclusive developmentally appropriate experiences that nurture creativity in young children as they explore the arts.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

- CRITICAL THINKING & REASONING- Students will:
 - a. clearly articulate an issue or problem;
 - b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and

- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(S): **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Importance of nurturing creativity in young children
2. The creative process: Preparation, Incubation, Illumination, and Verification
3. Creativity and stages of development: Questioning, Listening, Documenting
4. The 4 goals of anti-bias education: Identity, Diversity, Fairness, and Justice: Connections to anti-bias education throughout all course content: How do the provocations and experiences being created connect to these goals?
5. Growing a culture of inquiry through art
6. Environments that inspire creativity
7. Teacher talk that supports risk taking and space for the child's choices when creating with materials
8. Playing and creating with a variety of materials: watercolor, acrylics, finger paints, pastels, colored pencils, wire, loose parts and with textures, movement, color, three dimensional media, representational drawing and painting
9. Types of play and the development of creativity: Sensory and exploratory play, symbolic play, construction play, pretend play, creative dramatics
10. The role of math in art
11. Infusing literacy experiences with the five predictors of emergent literacy: Oral Language, Phonemic Awareness, Alphabet Awareness, Concepts of Print, and Early Writing with Inventive Spelling
12. Criteria for choosing engaging read-aloud materials
13. The art of storytelling and creating literacy experiences that foster a love of stories, reading, and literacy, including story bags and puppets
14. Paley's approach to literacy: storytelling, story writing, and story acting with emphasis on how the approach supports fantasy play, the development of identity, self-esteem, and an understanding of the diversity in our classroom community
15. Creating experiences for children to investigate artists' identities and their reason and process for creating and the artists' work in a variety of mediums, including mixed media, writing, illustrating, and music .
16. Music: Movement, Emotions, Math and patterns, genres
17. Documenting and sharing the process experiences in which children are immersed with families through a variety of methods – newsletters, letters, verbal conversations
18. How to design a vision of a future classroom that is developmentally appropriate, that nurtures creativity with experiences across the arts and content areas, while supporting the development of the whole child

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Completed Investigations of the Arts with a focus on authors, artists, illustrators, and musicians shared orally and in writing	20-30%
2. Process exploration of a variety of mediums	20-40%
3. Assignments	20-30%
4. Quizzes and tests (application-based)	0-20%
5. Participation and attendance	0-20 %

VII. Texts – Required Recommended Used for more than one course (list courses)

1. Isbell, Rebecca & Yoshizawa, Sonia Akiko. <i>Nurturing Creativity: An Essential Mindset for Young Children's Learning</i> . National Association for the Education of Young Children: Washington DC, 2016.
2. Paley, Vivian. <i>A Child's Work: The Importance of Fantasy Play</i> . The University of Chicago Press: Chicago, IL, 2004.
3. Pelo, Ann. <i>The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings</i> . (2 nd ed). Redleaf Press: St. Paul, MN, 2017.
4. Strasser, J. and Bresson, L.M. <i>Big Questions for Young Minds: Extending Children's Thinking</i> . National Association for the Education of Young Children: Washington DC, 2017.
NOTE: These texts are recommended . If other texts are chosen they must follow National Association for the Education of Young Children (NAEYC) standards and guidelines, especially in regard to anti-bias education and process-focused explorations of the arts.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Beal, Nancy. <i>The Art of Teaching Art to Children in School and at Home</i> . Farrar Straus and Gireaux: New York, 2001.
2. Bos, Bev. <i>Don't Move the Muffin Tins: A Hands-off Guide to Art for the Young Child</i> . The Burton Gallery: Roseville CA, 1978.
3. Carle, Eric. <i>The Art of Eric Carle</i> . Philomel Books: New York, NY, 1996.
4. Carlson, Frances M. <i>Big Body Play, Why Boisterous Vigorous and Very Physical Play is Essential to Children's Development and Learning</i> . National Association for the Education of Young Children: Washington DC, 2011.
5. Compton, Michelle Kay, and Thompson, Robin Chappelle. <i>Storymaking: The Maker Movement Approach to Literacy for Early Learners</i> . Redleaf Press: St. Paul, MN, 2018.
6. Cooper, Patricia. <i>The Classrooms All Young Children Need: Lessons in Teaching from Vivian Paley</i> . University of Chicago Press: Chicago IL, 2009.
7. Derman-Sparks, Louise and Edwards, Julie Olsen. <i>Anti-Bias Education for Young Children and Ourselves</i> . (2 nd edition.) National Association of Young Children: Washington, DC, 2020.
8. Donohue, Chip. <i>Technology and Digital Media in the Early Years: Tools for Teaching and Learning</i> . National Association for the Education of Young Children: Washington, DC, 2015.
9. Englebright Fox, Jill. <i>Art & Creative Development For Young Children: What's New in Early Childhood</i> . (8 th Ed). Cengage Learning: Stamford, CT, 2015.

10. Friedman, Susan, Bredekamp, Sue & Masterson, Marie, C. eds. <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8</i> . (4 th Ed.) National Association for Education of Young Children: Washington, DC: 2021.
11. Haughey, Sally. <i>Wonder Art Workshop</i> . Quarto Publishing: Beverly MA, 2020.
12. Helm, Harris J. & Lilian Katz. <i>Young Investigators: The Project Approach in the Early Years</i> . (3 rd Ed.) Teacher's College Press: Columbia University, St. Paul, MN, 2016.
13. Koster, Joan Bouza. <i>Growing Artists: Teaching the Arts to Young Children (6th Ed)</i> . Cengage Learning: Stamford CT, 2015.
14. Martinez, Miriam G, Yokota, Junko, Temple, Charles. <i>Thinking and Learning Through Children's Literature</i> . Rowman and Littlefield: New York, 2017.
15. Masterson, Marie L. <i>Transforming Teaching: Creating Lesson Plans for Child-Centered Learning in Preschool</i> . National Association for the Education of Young Children (NAEYC): Washington DC, 2021.
16. Merenstein, Shannon. <i>Collage Workshop For Kids: Rip, Snip, Cut, and Create with Inspiration From The Eric Carle Museum of Picture Book Art</i> . Quarto Publishing: Beverly, MA, 2018.
17. Moomaw, Sally. <i>More Than Singing: Preschool and Kindergarten</i> . Redleaf Press. St. Paul MN, 1997.
18. Otto, Beverly. <i>Literacy Development In Early Childhood: Reflective Teaching for Birth to Age Eight</i> . (2 nd Ed).Waveland Press Inc.: Long Grove Il, 2019.
19. Strasser, J. and Bresson, L.M. <i>Big Questions for Young Minds: Extending Children's Thinking</i> . National Association for the Education of Young Children: Washington DC, 2017.
20. Wright, Wanya S. Cabell, Sonia Q, Duke, Nell K & Souto Manning, Mariana. <i>Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators</i> . National Association for the Education of Young People: Washington, DC, 2022.
21. Young, Susan. <i>Critically New Perspectives In Early Childhood Music: Young Children Engaging and Learning Through Music</i> . Routledge: New York, NY, 2018.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual:

“Mickey Mouse Monopoly Disney, Childhood and Corporate Power.” Directed by Miguel Power. Media Education Foundation, 2001.

"The Arts as Therapy With Children: Children & the Arts." Directed by Judith A. Rubin. , Expressive Media, 2008. Alexander Street, <https://video.alexanderstreet.com/watch/the-arts-as-therapy-with-children-children-the-arts>.

Electronic:

Eric Carle Musuem of Picture Books. <https://www.carlemuseum.org/visit/museum-at-home>

National Association For the Education of Young Children. <https://www.naeyc.org/>

Self Portraits. <https://museum.syr.edu/education-2/connect-virtually/art-from-home/abstract-self-portrait-collage/>

- **Other:**

- Children's Picture Books: Excellent examples of picture books to support Anti-bias goals Identity and Diversity
- Andrews, Troy “Trombone Shorty.” *Trombone Shorty*. Abram Books for Young Readers: New York NY, 2015.
- Angelou, Maya. *Life Doesn't Frighten Me*. Abrams Book for Young Children: New York NY, 2017.
- Audalucia. *The Magic Clay*. Start Bright Books: Cambridge. MA, 2019.

- Bryant, Jen. *A Splash of Red The Life and Art of Horace Pippin*. Alfred A Knopf: New York, NY, 2013.
- D'Aquino, Andrea. *A Life Made by Hand: The Story of Ruth Asawa*. Princeton Architectural Press: New York, NY, 2019.
- Freeman, Anna Harber & Gonzales, Barbara. *Shaped by Her Hands Potter Maria Martinez*. Albert Whitman & Company: Chicago, IL, 2021.
- Gorman, Amanda. *Change Sings A Children's Anthem*. Viking: New York, NY, 2021.
- Hancocks, Helen. *Ella Queen of Jazz*. Frances Lincoln Children's Books: Great Britain, 2017
- Harvey, Jeanne Walker. *My Hands Sing the Blues: Romare Bearden's Childhood Journey*. Amazon Children's Publishing: Las Vegas, NY, 2011.
- McKissack, Patricia, C. *Stitchin' and Pullin' A Gee's Bend Quilt*. Dragonfly Inc.: New York, NY, 2008.
- Myers, Walter Dean. *Jazz*. Holiday House, New York NY, 2006.
- Rhodes – Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*. The Museum of Modern Art: New York, NY, 2015.
- Ringold, Faith. *Aunt Harriet's Underground Railroad in the Sky*. Dragonfly Books: New York, NY: 1992.
- Ringold, Faith. *Cassie's Word Quilt*. Dragonfly Books: New York, NY, 2002.
- Ringold, Faith. *Tar Beach*. Dragonfly Books. New York, NY, 1991.
- Shapiro, J.H. *Magic Trash: A Story of Tyree Guyton and His Art*. Charles Bridge: Watertown, MA, 2015.
- Slade, Suzanne. *Exquisite: The Poetry and Life of Gwendolyn Brooks*. Abrams Books for Young Readers: New York. NY, 2020.
- Steptoe, Javaka. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*. Little, Brown and Company: New York, NY, 2016.
- Stone, Tanya Lee. *Sandy's Circus: A Story about Alexander Calder*. Viking: New York, NY: 2005.
- Suzuki, Sarah. *Yayoi Kusama: From Here to Infinity*. The Museum of Modern Art: New York, NY, 2017.
- Watson, Renee. *Harlem's Little Blackbird: The Story of Florence Mills*. Random House: New York, NY, 2012.
- Whitehead, Kathy & Evans, Shane. *Art from Her Heart Folk Artist Clementine Hunter*.
- Warhola, James. *Uncle Andy's: a faabbbulous visit with Andy Warhol*. Puffin Books: New York, NY, 2003.
- Winter, Jeanette. *My Name is Georgia*. Voyager Books Harcourt, Inc.: New York, NY, 1998.

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.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.