

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 121**COURSE TITLE:** Curriculum: Art**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is an introductory study of the function of creativity and the affective domain in early childhood educational programs. Emphasis is placed on the development of art curriculum activities, basic teaching skills, guidance techniques, equipment and materials. Students select appropriate activities for a variety of age and maturity levels based on child development theories and concepts.

REQUISITES:**Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5
&
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe the criteria for making creative childhood art a positive experience for children, identify the elements of a complete art program, and explain the developmental view of young children as artists.
2. Define creativity as a process, skill, set of personality traits and set of environmental conditions and explain the relationship between creativity and intelligence.
3. Create art curriculum for young children based on child development theories, aesthetics, sensory stimulation and the basic elements of art.
4. Plan, implement and evaluate a given art project that uses art to extend or reinforce another curricular area, to integrate several curricular areas and/or as an integrated part of an extended unit of study.
5. Evaluate children's artistic development.
6. Set up a well-organized art center for children that projects the essence of an artist's studio and is stocked with developmentally appropriate materials for two- and three-dimensional art activities.

SECTION II**1. COURSE OUTLINE AND SCOPE:**

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. An overview of early childhood art
 - A. Making creative childhood art a positive experience
 1. Allowing children to be personally expressive
 2. Subtly balancing artistic process and product
 3. Being open-ended & allowing for creativity
 4. Allowing for discovery and experimentation
 5. Allowing for active engagement
 6. Motivating and being success-oriented
 7. Being developmentally appropriate
 8. Involving legitimate artistic media
 - B. Activities masquerading as creative art
 - C. The complete art program
 1. What to include in an early childhood art program
 2. Sensing and experiencing
 3. Making art
 4. Learning about art, artists and styles
 5. Aesthetics
- II. A developmental view of young children as artists
 - A. Art and the developing child
 1. Physical, social, emotional and cognitive development
 2. An overview of Piaget's stages of development
 3. Creative development
 - B. Children as unique individuals
 1. Going beyond the normal, typical and average
 2. Valuing individual differences
 3. Providing for young children with individual differences
 4. Providing for young children with multicultural backgrounds
 5. Helping children grow up free of bias
- III. Creativity
 - A. Understanding creativity
 1. Beginnings and art prodigies
 2. Defining creativity
 3. Creativity as a product
 4. Creativity as a process
 5. Creativity as a skill
 6. Creativity as a set of personality traits
 7. Creativity as a set of environmental conditions
 8. Obstacles to creativity
 9. Creativity versus conformity and convergent thinking
 10. Creativity versus intelligence
 11. Creativity and child development
 - B. Creative thinking
 1. Creativity and the brain
 2. Creativity as a mental operation
 3. Divergent production
 4. Activities for creative thinking
- IV. Curriculum for the developing child artist
 - A. Art and the early childhood curriculum
 1. Curriculum as program
 2. Curriculum as subject matter, content or academic area
 3. Art and math
 4. Art and science
 5. Art and language/communication arts and literacy
 6. Art and social studies
 7. Art and the expressive arts

- B. Children's artistic development - theories
 - 1. Physical
 - 2. Emotional
 - 3. Perceptual
 - 4. Cognitive
 - 5. General development
 - 6. Stages & placement, shape, pictorial
 - 7. Piaget on child art
- V. Aesthetics and the building blocks of art
 - A. Aesthetics
 - 1. Importance of esthetics in early childhood
 - 2. Attitude, process and response
 - 3. Teacher's role
 - 4. Providing for a wide variety of arts
 - 5. The aesthetic classroom
 - 6. Art visitors and trips
 - B. Sensory stimulation
 - 1. Multisensory experiences
 - 2. The visual
 - 3. The auditory
 - 4. The tactile
 - 5. The olfactory
 - 6. The gustatory
 - 7. The chromatic
 - 8. The thermatic
 - 9. The stereognostic
 - 10. The baric
 - 11. The kinesthetic
 - C. The elements of art
 - 1. Aesthetic criteria
 - 2. Lines
 - 3. Color
 - 4. Shape or form
 - 5. Mass or volume
 - 6. Design or composition
 - 7. Pattern
 - 8. Space
 - 9. Balance
 - 10. Texture
- VI. Roles and strategies for facilitating children's art
 - A. Adult's role in children's art
 - 1. Approaches to teaching art
 - 2. Teacher as model
 - 3. Teacher as participant
 - 4. Teacher as creative individual
 - 5. Teacher as art specialist
 - B. Planning, implementing and evaluating art
 - 1. Teacher as planner and curriculum developer
 - 2. The goals of early childhood education
 - 3. Goals as a reflection of values and beliefs
 - 4. Art as a separate activity
 - 5. Art used to extend or reinforce another curricular area
 - 6. Art as superactivity integrating several curricular areas
 - 7. Art as an integrated part of an extended unit of study
 - C. Responding to children's art
 - 1. Teacher as responder
 - 2. Art dialogue
 - 3. Art dictation
 - 4. Children who criticize another's art
 - 5. Children who copy or imitate

6. Children who are not progressing artistically
 7. Children who refuse to try
 8. Children who avoid art
 9. Children who do not know what to make
 10. Children who dislike their own art
 11. Children who set unrealistic expectations
- D. Strategies for enhancing children's artistic expression
1. Art idea book
 2. Art circle time
 3. Matting and framing children's art
 4. Displaying children's art
- E. Evaluating children's artistic development
1. Teacher as observer and evaluator
 2. Children's art files and folders
 3. Using a holistic model of child development
- VII. Guidelines and activities for the art center
- A. The art center
1. Creating an artist's studio
 2. Conveniently located and easily accessible
 3. Well stocked with developmentally appropriate materials
 4. Orderly and organized
 5. Rules and limits
- B. Two-dimensional art activities
1. Mark making
 2. Scibbling
 3. Drawing or sketching
 4. Chalk and pastels
 5. Mural
 6. Me marks
 7. Object trace-over
 8. Architect's art
 9. Graph paper cube design
 10. Sandpaper
 11. Paper punch art
 12. Glue design
 13. Crayon shavings
 14. Iron art
 15. Crayon etching
 16. Crayon melt
 17. Painting
 18. Brushes and painting surfaces
 19. Painting precautions
 20. Hand painting
 21. Stencil, spatter and screen painting
 22. Watercolor and ink
 23. Tearing, cutting, pasting, gluing and stapling
 24. Collage
 25. Paper art
 26. Dip and dye, tie-dye and batik
- C. Three-dimensional art activities
1. Clay and clay techniques
 2. Construction, assemblage and sculpture
 3. Puppets and masks
 4. Mobiles and stabiles
 5. Sewing and weaving
 6. Paper-mache
 7. Woodworking
 8. Styrofoam

B. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Short essays related to specific topics in the area of child art education
- II. 2. Written lesson plans for developmentally appropriate art lessons
- III. 3. Observations of teachers teaching art activities with evaluation based on identified roles and strategies for facilitating creative development.
- IV. 4. Observations of children engaged in creative art activities.

C. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. The assigned and optional textbooks
- II. 2. Professional journals such as:
 - III. a. Young Children
 - IV. b. Child Development
- V. 3. Internet sites such as:
 - VI. a. www.ffcd.org
 - VII. b. www.cdasandiego.com
 - VIII. c. www.naccp.org

D. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Create an art curriculum and program for young children based on child development theories, aesthetics, sensory stimulation and the basic elements of art
- II. 2. Evaluate a given child's artistic development
- III. 3. Written observations of children engaged in art activities that exemplify the stages of artistic development

E. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus
- II. 2. Assemble a curriculum resource file
- III. 3. Short essays related to specific topics in the area of child art education
- IV. 4. Maintenance of an observation notebook
- V. 5. Library and/or internet research
- VI. 6. Field trips to educational programs

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on objective and analytical essay exams
- Performance on art curriculum and program development for young children
- Performance on field projects
- Performance on writing assignments
- Class attendance and participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Lecture
- * Lecture Discussion
- * Audio-Visual
- * Collaborative Learning
- * Other (Specify)
 - * 1. Lecture and visual aids

- * 2. Discussion and problem-solving activities in class
- * 3. Films and other audio-visual materials
- * 4. Collaborative projects
- * 5. Homework and extended projects
- * 6. Field trips and projects at various school and educational programs
- * 7. Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bouza Koster, Joan. Growing Artists: Teaching Art to Young Children, 2nd ed. Delmar Thomson Learning, 2000, ISBN: 0766810585
2. Cherry, Clare. Creative Art for the Developing Child: A Guide for Early Childhood Education, 1st ed. Schaffer, Frank Publications, 1999, ISBN: 0768202825
3. Schirramacher, Robert. Art and Creative Development for Young Children, 4th ed. Delmar Thomson Publishers, 2001, ISBN: 076682408X

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR:

ORIGINATION DATE: 10/01/1986

PROPOSAL ORIGINATOR: Sue Martin

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 12/14/2001