

HDEV 0804 - CREATIVE PROCESS IN CHILDREN

Catalog Description

Hours: 54 lecture

Description: Introduction to the aesthetic development and creative expression of children. Exploration of art methods, materials, creative process, and developmental stages. Enables students to implement effective teaching strategies for encouraging children's artistic and overall creative development. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Evaluate the function of creative processes in child development on personal, social, cognitive and aesthetic levels.
- CSLO #2: Analyze features of children's art to determine developmental stages.
- CSLO #3: Create age-appropriate lesson plans that incorporate teaching strategies for encouraging children's artistic and overall creative development.

Effective Term

Fall 2018

Course Type

Noncredit

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Analyze in writing and orally the creative process and projects appropriate for different skill levels, developmental stages, and group limitations;
2. Identify the components of "process-oriented" and "product-oriented art," comparing and contrasting the differences between the two;
3. Evaluate the function of art in child development on personal, social, cognitive, and aesthetic levels;
4. Analyze features of children's art to determine developmental stages, using Kellogg's guidelines;
5. Express creativity through participation in individual and group activities;
6. Incorporate effective teaching strategies for encouraging children's artistic and overall creative development;
7. Describe the negative effect of "praise" on children's creative development and devise alternative techniques to implement instead;
8. Distinguish between a child-centered versus teacher-directed activities as these relate to promoting children's creative development;

9. Create age-appropriate lesson plans for an art activity presented in class, and for an art activity presented to children in a classroom setting;
10. Recommend strategies for the use of art in an integrated curriculum;
11. Articulate art's role in using the Project Approach or Reggio Emilia Approach.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

Methods of Evaluation

- Objective Examinations
 - Example: Instructor will give a multiple choice test to students covering subject matter outlined in the lecture and text. Grading based on accuracy of course content. Example: Identify an example of a process-oriented activity for young children: a) a coloring page from a book, b) an assortment of swatches of fabric, glue, glitter & paint, c) a model kit, d) a step-by-step teacher produced simulation.
- Problem Solving Examinations
 - Example: Read scenario where there are errors in effective implementation of an art activity with children. Students will write reflectively on what they noted to be incorrect and what they would do to address the issues. Graded based on a rubric listing all the steps that should be taken to properly implement this activity.
- Projects
 - Example: Students will create a resource binder over the course of the semester from both art activities done each week in class as well as additional art activities that are assigned from their textbooks. Evaluated based on completeness of lesson plans that correspond to each piece of art as well as quantitative completeness of binder as assigned.
- Skill Demonstrations
 - Example: Students will create a unique art activity and demonstrate the complete set-up, instruction, and clean-up of the art as though doing the activity with children. Evaluated for completeness of steps.

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion

Lecture:

1. The instructor will introduce the Stages of Artistic Development by Lowenfeld and Brittain, from the text, as a mini lecture in a PowerPoint presentation. The instructor will then provide various samples of children's art and the students will work in pairs to match the stages of art development with the samples.
2. Students will be asked to read the NAEYC guidelines for developmentally appropriate practice. The instructor will provide scenarios based on art and cultural issues in child care programs.

In small groups, students will work together to apply the information from the guidelines and address the situational dilemmas given in the scenarios. The instructor will facilitate a large group discussion after completion of the small group work.

3. Students will create art using lesson plans that would be appropriate for children. Attention will be drawn to preparation and planning for the art activity, developmental components this art activity encourages, practical tips for successful implementation with children, and clean up strategies that are effective with a large group.

Typical Out of Class Assignments Reading Assignments

1. Read about a documented illustrator of early childhood education books and give an oral presentation about their work in class. 2. Read *Art & Creative Development for Young Children* (Fox & Schirrmacher), Chapter 13, Section: "A Place with Rules & Limits." Students will choose one of the listed "rules" and tell why they would never require that rule in their own Art Center, justifying their position based on children's creative/artistic developmental needs. 3. Read *The Hundred Languages of Children: The Reggio Emilia Approach*, Chapter 7, The Role of the Atelierista, and Chapter 19, The City in the Snow: Applying the Multisymbolic Approach in Massachusetts. Compare the role of art in Reggio Emilia schools with the typical role of art in U.S. early education.

Writing, Problem Solving or Performance

1. Evaluate in writing and orally the creative process and projects appropriate for different skill levels or group limitations. 2. Prepare one lesson plan for each of the following: (1) an art activity selected from the text, and to be presented in class AND (2) an art activity presented to a group of children in a classroom setting. 3. Facilitate a group of preschool children as they use painting, drawing, or sculpture to document their exploration of a favorite topic. Document your experience in a portfolio. 4. Divide class into groups. Give each group samples of children's art (different ages). Using developmental stages guidelines (i.e., Kellogg), students will analyze components in the art to determine developmental stages.

Other (Term projects, research papers, portfolios, etc.)

1. Create a portfolio of all assignments and class notes. 2. Prepare and plan an art activity that will be presented to classmates. Classmates and instructor will evaluate the presentation at the end of the activity. 3. Prepare, plan, and present an activity with a group of children in a classroom setting. Prepare a poster board or PowerPoint presentation of the activity that includes the lesson plan (with evaluation of the experience), photographs of children actively engaged, and children's art samples.

Required Materials

- *Art and Creative Development for Young Children*
 - Author: Jill E. Fox and Robert Schirrmacher
 - Publisher: Thomson Delmar Learning
 - Publication Date: 2012
 - Text Edition: 7th
 - Classic Textbook?:
 - OER Link:
 - OER:

- *Children as Illustrators: Making Meaning through Art and Language*
 - Author: Susan Conklin Thompson
 - Publisher: National Association for the Education of You
 - Publication Date: 2005
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- *150+ Screen-Free Activities for Kids*
 - Author: Asia Citro
 - Publisher: Adams Media
 - Publication Date: 2014
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- *Art Workshop for Children: How to Foster Original Thinking with more than 25 Process Art Experiences*
 - Author: Bar Rucci
 - Publisher: Quarry Books
 - Publication Date: 2016
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.