

COURSE OUTLINE

**Child Development 154  
Early Childhood Education and the Art Experience**

**I. Catalog Statement**

Child Development 154 provides students with the basic knowledge of the content and style of children's art and its link to thinking. Emphasis is placed on the developmental areas of children's growth and the ways teachers can provide appropriate and stimulating activities. Students have the opportunity to merge theory and practice and gain skills to facilitate creative expression. Exceptional children, diversity, and the Reggio Emilia approach are featured.

Units – 3.0

Lecture Hours – 3.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 5; Writing 5; Listening-Speaking 5; Math 2.

**III. Course Exit Standards**

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

1. describe the National Standards for Art Education;
2. identify the elements and principles of art;
3. describe how art fosters development in children;
4. define child-centered vs. teacher-centered activities.;
5. apply concepts of the Reggio Emilia model to individual teaching styles;
6. create an environment which stimulates and nurtures creativity.

**IV. Course Outline**

- A. Creativity 6 hours
1. Understanding creativity
  2. Defining the creative process
  3. Torrance: Theory on creative characteristics
  4. Conditions that nurture creativity
  5. Originality rather than conformity

- B. Young Children as Artists, Theories, Measurement 12 hours
  - 1. National standards for art education
  - 2. Developmental overview of the whole child: Piaget; Vygotsky; Erikson
  - 3. Brain research and data implications
  - 4. How art fosters child development
  - 5. Honoring children's art
  
- C. Aesthetic Experience 8 hours
  - 1. Theoretical perspective
  - 2. Artistic development: Gardner; Lowenfield; Kellog
  - 3. Elements and principles of art
  - 4. Sensory experiences
  - 5. Scanning art prints
  
- D. Early Childhood Education Art Program 8 hours
  - 1. Developmentally appropriate practice
  - 2. The influence of Reggio Emilia
  - 3. Art and the integrated curriculum
  - 4. Art: Process approach
  - 5. Critical issues in teaching art
  
- E. Providing Art Experiences 8 hours
  - 1. Child-centered vs. teacher-centered activities
  - 2. Teacher's role and responsibilities
  - 3. Designing a lesson plan
  - 4. Care and use of materials
  - 5. Safety standards
  
- F. Bridging Art and Community 6 hours
  - 1. Teacher partnership within the community
  - 2. Experiences to support cultural ethnic diversity
  - 3. Experiences to support inclusion
  - 4. Materials through recycling

V. **Course Exit Standards**

The following instructional methodologies may be used in the course:

- 1. lecture;
- 2. demonstration;
- 3. video tapes;
- 4. guest speakers.

**VI. Assignments and Methods of Evaluation**

1. Two midterm examinations.
2. Final Examination.
3. Final Project.
4. Preparation of written lesson plans.
5. Presentation of lessons/activities with children.

**VII. Textbook**

Schirmacher, R. Art and Creative Development for Young Children. 4<sup>th</sup> Edition  
Belmont: Wadsworth Publishing Company, 2002  
10<sup>th</sup> Grade Textbook Reading level. ISBN: 0-7668-2408-X.