Course Description: An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. (3 cr.)

Course Objectives: Define the creative process; describe the role of play in a child’s growth and development and developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts and components of creative environments. Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.

Student Learning Outcomes:
A successful student will be able to demonstrate competence in each of the following:

1. Identify concepts of creativity, the creative process and supportive environment as it applies in action in an early childhood classroom. NAEYC standards 3 & 5
2. Identify effective strategies in teaching and learning that promote creativity. NAEYC Standard 5
3. Locate and evaluate resources that can be used to support creativity for early childhood professionals. NAEYC Standards 5 & 6
4. Integrate creativity in curriculum for early childhood. NAEYC Standard 5

All Child Development/Education Courses REQUIRE Criminal History Background Checks.

Criminal Background Check: All students enrolled in a child development or education course must satisfy a clearance of criminal misdemeanor and felony records. This clearance protects the student and ensures the safety of children in the schools, facilities and programs in which the student may be asked to visit. You will be required to submit a Self-disclosure Statement to indicate your compliance with this policy.

Required Reading Materials/Textbook(s): Creative Activities & Curriculum for Young Children by Mayesky. 11th edition. Cengage Learning

Communication with your Instructor: I am most accessible via e-mail. Please be sure to make an appointment if you have an extensive amount of questions or concerns. You may also contact me by phone, however, be advised that during office hours, is the best time to be able to talk to me.

Cellular Phones and Electronic Devices: Please be respectful of your instructor and other classmates by assuring all electronic devices are SILENCED and NOT VISIBLE during the duration of each class meeting. Failure to comply may result in your instructor asking you to leave class.
PARTICIPATION & ATTENDANCE: Part of the college experience includes the exchange and discussion of colleagues as related to the text and course lectures. Therefore, it is crucial that you make every effort to attend and be timely at each class meeting. Respectful attention and participation will be part of your seminar grade; in that, it is expected that you not only participate, but are engaged and not distracting to the learning experience for everyone.

LATE POLICY: All assignments must be submitted ON-LINE on e-campus. Therefore, it is your responsibility to submit your work on time prior to the start of class and to ensure it is submitted correctly. Failure to do so and anticipate the need for technical assistance is NOT an excuse for lateness. Be proactive and ensure you are readily familiar with on-line submissions.

CDEC STUDENT HANDBOOK: There is an on-line Child Development Handbook with detailed information about our program and courses, you should access and preview it at https://www.brookhavencollege.edu/cd/instruct-divisions/bhc/hhs/child-development/Pages/resources.aspx

Institutional Policies

STUDENT CODE OF CONDUCT: Appropriate college decorum is an expectation taken seriously at Brookhaven. Please be sure to access and be familiar with the full student code of conduct found at this hyperlink https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=BHC

INSTITUTIONAL POLICIES: Please be sure to become familiar with all other policies found within the BHC syllabus addendum hyperlink at http://alt.brookhavencollege.edu/employees/faculty/Documents/BCSyllabus_Addendum.pdf

DROP DATE: The last day to drop this course and get a “W” is 8/03/2017

Be courteous and clean the area around you ☺
NAEYC Core Standards for Associates Degree Programs

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children’s development and learning

**STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

**STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

**STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**STANDARD 6. BECOMING A PROFESSIONAL**
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession
NAEYC Supportive Skills for Associates Degree Programs

In addition to the core standards, a successful student of our program should demonstrate important skills and practice through general education courses and applied in our Child Development courses.

Supportive Skill 1: Self-assessment and self-advocacy

Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

Supportive Skill 2: Mastering and applying foundational concepts from general education

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Supportive Skill 3: Written and verbal communications skills

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Supportive Skill 5: Identifying and using professional resources

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.
Grade Scale: All work will be submitted on-line on e-campus:

Participation/Attendance 150 pts.  A=900-810
Assignment 1: 150 pts.  B=809-720
Assignment 2: 200 pts.  C=719-630
Assignment 3: 200 pts.  D=629-540
Assignment 4: 200 pts  F=539-0
Total Possible Pts. 900

1. **Participation & Attendance:** Attendance is mandatory at each class meeting and active participation is expected. Be sure you also come prepared, as this is a hybrid and having accessed assignment information and required readings is critical to your success. **150 points**

2. **Assignment #1: Read and Refer to Chapters 1, 2 and 7:** Observe a teacher doing TWO different creative arts activities (Art, Music or Movement). Refer to the details on e-campus about this assignment. **150 points**

3. **Assignment #2:** Watch the videos on-line and write a reaction paper. Refer to the details on e-campus about this assignment. **200 points**

4. **Assignment #3: Read and Refer to Chapters 12 and 15-18:** In a group, select a children’s book that you can relate to each of the areas of creative arts (art, music/movement, dramatic arts) as approved by your instructor. Then, create a professional development workshop. Refer to the details on e-campus about this assignment. **200 points**

5. **Assignment #4: Read and Refer to Chapters 5 and 6 and 3 and 4:** Observe and evaluate a classroom for elements of creativity in the environment, materials, teacher and children. Write a reaction paper of your evaluations. Refer to the details on e-campus about this assignment. **200 points**
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<tr>
<th>Date</th>
<th>Topic</th>
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<td>WK 1</td>
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<tr>
<td>W 7/12</td>
<td><strong>1st meeting:</strong> Syllabus Review and Lecture: What is Creativity? The Concept of Play</td>
<td>Chapters 1, 2, and 7 (Read BEFORE class)</td>
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<td>Read chapters before 7/19 (5, 6, 3, 4)</td>
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<td>Work on Assignment 1</td>
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<td>M 7/17</td>
<td>Prepare for class Wednesday!</td>
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<td>W 7/19</td>
<td><strong>2nd meeting:</strong> Children, Teachers and Creative Activities, Creative Environments, Aesthetics</td>
<td>Chapters 5, 6 and 3, 4</td>
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<td>Assignment 1 Due! Upload to ecampus</td>
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<td>Read chapters before 7/26 (12, and 15-18)</td>
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<td>M 7/24</td>
<td>Work Week</td>
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<td>W 7/26</td>
<td><strong>Small group meetings as needed for Assignment 3</strong></td>
<td>Assignment 2 Due! Upload to ecampus by 11:55 am</td>
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<td>Read chapters before 8/2 (12 and 15-18)</td>
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<td>M 7/31</td>
<td>Prepare for class Wednesday!</td>
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<td>WK 4</td>
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<td>W 8/2</td>
<td><strong>3rd meeting:</strong> Materials, Strategies and Dramatic, Music/Movement and Language</td>
<td>Chapters 12 and 15-18</td>
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<td>Assignment 4 Due! Upload to ecampus by 11:55 am</td>
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<td>M 8/7</td>
<td>Complete Assignment 3!</td>
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<td>WK 5</td>
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<td>W 8/9</td>
<td><strong>Last meeting Present Professional Development (Assign. 3)</strong></td>
<td>Assignment 3 Due! Presentations in class!</td>
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