

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 126 – Art for Child Development

3 hours lecture, 3 units

Catalog Description

This course covers the importance and value of creative art activities for young children with a focus on the variety of art media, and evaluation and selection of materials and strategies for incorporating art into an inclusive classroom environment. Students will participate in a variety of creative art experiences for infants, toddlers, preschool, and primary age children, including children with special needs. Theories of artistic development and creative expression through self-discovery will also be integral components of this course.

Prerequisite

“C” grade or higher or “Pass” in CDEV C1000 (formerly CD 125)

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Process of physical, cognitive, social and emotional development in early childhood, both typical and atypical
- 2) Role of culture and social institutions in affecting child development.
- 3) Observe, record and evaluate children’s behaviors according to current research and theory in child development.
- 4) Role of play and its relationship to development.

Course Content

- 1) Purposes, values and goals for art for young children
- 2) The developmental stages of art produced by typically developing children
- 3) Identifying the adaptations that might be necessary for children with special needs
- 4) Developmentally appropriate practices and California Preschool Learning Foundations for the Visual Arts
- 5) The role of the teacher in establishing an environment that promotes and scaffolds the creative potential of young children
- 6) Art media, materials, and curriculum appropriate for young children and modified for children with special needs
- 7) Resources and strategies for planning, implementing, and documenting art curriculum for young children in an inclusive environment

Course Objectives

Students will be able to:

- 1) Describe and discuss the purposes, values, and goals of creative art experiences for young children.
- 2) Compare and analyze the developmental stages of children’s art based on lecture and text material.
- 3) Explore, discuss, and evaluate teacher resources, innovative approaches and interaction skills which enhance children's exploration of creative art media and apply to specific children and environments.

- 4) Prepare, demonstrate, modify as needed, and document developmentally appropriate two- and three-dimensional creative art experiences and activities that use a variety of the methods and materials presented in class.
- 5) Present and document an art experience to a group of young children, based on observation of children's abilities, needs and interests.
- 6) Incorporate developmentally appropriate practices and the California Preschool Learning Foundations into the planning and implementation of art experiences for young children, including children with special needs.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Individual class presentations that require a student to demonstrate skills in planning, implementing and modifying a developmentally appropriate art experience for young children.
- 2) Written plan, evaluation and documentation of art experiences which measures a student's ability to present an activity to a group of young children, based on observation of children's abilities, needs and interests.
- 3) Written exams which measure a student's ability to analyze the stages of art development in young children, and evaluate the purposes, values, and goals of creative art experiences for young children in an inclusive early childhood setting.
- 4) Activities and assignments that measure a student's ability to apply developmentally appropriate practices and the California Preschool Learning Foundations to planning art experiences for young children, including children with special needs.
- 5) Resource file or portfolio which measures a student's ability to prepare, modify, and document developmentally appropriate creative art experiences and activities that use a variety of the methods and materials presented in class.

Special Materials Required of Student

Materials for creating teaching resources

Minimum Instructional Facilities

Smart classroom with sink, water, moveable tables, storage areas for supplies

Method of Instruction

- 1) Lecture and discussion
- 2) Demonstration
- 3) Guided small group activities
- 4) Individual presentations
- 5) Observation in Child Development Center and other early childhood settings
- 6) Multimedia materials

Out-of-Class Assignments

- 1) Reading assignments
- 2) Investigation and preparation of materials for presentation in class
- 3) Organization of course materials in a resource file
- 4) Presentation of an art experience to a group of young children
- 5) Investigation of art resources in the community

Texts and References

- 1) Required (representative examples):
 - a. Isbell, R., Yoshizawa, S. *Nurturing Creativity: An Essential Mindset for Young Children's Learning*. The National Association for the Education of Young Children, 2016.

- b. Pelo, Ann. *The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings*. 2nd edition. Redleaf Press, 2016.
 - c. Bardsley and Galuski, *Open-Ended Art for Young Children*. Redleaf Press, 2018.
- 2) Supplemental: Art materials and supplies as needed for class activities and planned children's experience

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Purposes, values, and goals for art for young children
- 2) The developmental stages of art produced by typically developing children
- 3) Developmentally appropriate practices and California Preschool Learning Foundations for the Visual Arts
- 4) The role of the teacher in establishing an environment that promotes and scaffolds the creative potential of young children
- 5) Art media, materials, and curriculum appropriate for young children and modified for children with special needs
- 6) Resources and strategies for planning, implementing, and documenting art curriculum for young children in an inclusive environment

Student Learning Outcomes

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

- 1) Explore, discuss, and evaluate teacher resources, innovative approaches and interaction skills which enhance children's exploration of creative art media and apply to specific children and environments.
- 2) Present and document an art experience to an inclusive group of young children, based on children's abilities, needs and interests, and the California Preschool Learning Foundations.