

**CDEC 1358  
Creative Arts for Early Childhood**

**Western Texas College**

- I. Basic Course Information
  - A. Course Description: An exploration of principles, method, and materials for teaching music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking for children birth through age eight.
  - B. Required Prerequisite: None
- II. Student Learning Outcomes
  - A. Define the creative process
  - B. Describe developmental sequences of creative arts
  - C. Analyze teacher roles in enhancing creativity
  - D. Describe concepts taught through the creative arts
  - E. Identify components of creative environments
  - F. Assess creative arts activities
- III. Testing Requirements
  - A. The final exam must be proctored. (ask your instructor for more details)
  - B. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 

A. Assignments	60%
B. Attendance	20%
C. Final	20%
- V. Information on Books
  - A. Required Book: Creative Activities for Young Children, 10th Edition  
Cengage Learning
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
  - A. Campus Calendar
  - B. Final Exam Schedule
  - C. How to drop a class
  - D. Withdrawal Information
  - E. Student Conduct/Academic Integrity
  - F. Class Attendance
  - G. Student with disabilities
- VII. Course Content

Chapter 1	The Concept of Creativity	Creativity Benefits for Teachers and Children Creativity throughout History Characteristics of Creative Children
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		Helping Children Express Creativity
Chapter 2	Promoting Creativity	Relationship between Creativity and Curriculum Promoting Creativity through Play and Exploration Modifying Curriculum to Encourage Creativity Differentiated Instruction and Creative Early Childhood Curriculum Creative Questioning Strategies to Encourage Creative Thinking
Chapter 3	The Concept of Aesthetics	Developing Children's Aesthetic Sensitivity Benefits of Aesthetic Sensitivity Language for Talking about Art: Art Elements
Chapter 4	Promoting Aesthetic Experiences	Looking and Seeing Sensing, Feeling, and Imagining Choosing and Organizing Aesthetic Materials Guidelines for Using Aesthetic Materials Talking with Children about their Art
Chapter 5	Children, Teachers, and Creative Activities	Consider the Child's Developmental Level Developmentally Appropriate Practice Differentiated Instruction Multiple Intelligences Bloom's Taxonomy Children with Special Needs Attention Span, Activity Patterns, and Children's Physical Needs Teacher Attitude Strategies for Success
Chapter 6	Creative Environments	Appropriate Physical Environments Safety Factors Arrangement of Space and Equipment

		Activity/Interest Centers Setting up Activity Center Multicultural Learning
Chapter 7	Play, Development, and Creativity	Concept of Play Theories of Parten, Smilansky, Piaget, and Vygotsky Importance of Play to Human Growth and Development Developmentally Appropriate Childhood Games Adapting Environments: Special Needs Violent Play
Chapter 8	Using Technology to Promote Creativity	NAEYC Technology and DAP Deciding to use Technology: Pros and Cons Technology that Develops Creativity Value of Computers in Early Childhood Programs Developmentally Appropriate Software Children's Websites
Chapter 9	Art and Physical-Mental Growth	Art and Physical (Motor) Development Art and Mental Development Brain Development: Basic Elements Critical Periods of Brain Development Art, Vocabulary Development, and the Total Program
Chapter 10	Art and Self-Emotional Growth	Self-Concept, Self-Acceptance, and Unconditional Positive Acceptance Planning the Art Program Child-to-Child Relationships Child-to-Teacher Relationships Child-to-Group Relationships
Chapter 11	Developmental Levels and Art	Stages of Art The Scribble Stage The Basic Forms/Preschematic Stage

		The Pictorial/Schematic Stage The Gang Stage
Chapter 12	Program Basics: Goals, Setting Up, Materials, and Strategies	Basic Goals of the Early Childhood Program Basic Set up for Art Activities Planning Art Activities for Toddlers Planning Art Activities for Young Preschoolers Planning Art Activities for Older Preschoolers and Kindergarteners Adapting Art Activities for Children with Special Needs
Chapter 13	Two-Dimensional	Motivating Children Development of Painting Skills Printmaking Collage

Last Modified: January 10, 2017