

**CHLD 55.6 Course Outline as of Fall 2014****CATALOG INFORMATION**

Dept and Nbr: CHLD 55.6 Title: ART FOR YOUNG CHILD  
 Full Title: Art for the Young Child  
 Last Reviewed: 1/28/2019

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Introduction of the developmental stages of art and exploration of appropriate activities for young children using various art media. Art education philosophies and creative development of children 0-8 will be addressed.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100 and Course Completion or Concurrent Enrollment in CHLD 10 OR CHLD 110.1 OR CHLD 110.2

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Introduction of the developmental stages of art and exploration of appropriate activities for young children using various art media. Art education philosophies and creative development of children 0-8 will be addressed. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100 and Course Completion or Concurrent

Enrollment in CHLD 10 OR CHLD 110.1 OR CHLD 110.2

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Spring 2009	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Outcomes and Objectives:**

Upon completion of the course, the students will be able to:

1. Identify sequential stages of art development in the young child.
2. Analyze the essential elements of a good quality art program including the physical environment, materials and adult child interactions.
3. Assess art activities for the young child and discriminate between appropriate and inappropriate activities.
4. Develop a professional philosophy of art education for young children.
5. Collect and organize a variety of lesson plans for open ended art experiences that can be used with young children.

**Topics and Scope:**

- A. Stages in a child's art development
  1. Review of developmental capabilities of children 0-8
  2. Sequence of development from beginning mark-making to representational work and beyond
  3. Theories of children's artistic development
    - a. Kellogg, Lowenfeld, Howard Gardener
    - b. Examples of children's art at various developmental stages
- B. Developing an appropriate environment
  1. Organizing the physical space
  2. Supplies for a comprehensive art program
  3. Developing a creative climate
  4. Responding to individual children's creative art process and art work
- C. Age appropriate art activities
  1. Safety
  2. Developmentally appropriate practice

3. Problems with imitative activities
- D. Art education philosophies
  1. Reggio Emilia/Project Based/Cognitive Approach
  2. Child centered
  3. Imitative
  4. Discipline based/Comprehensive Art Education
    - a. Art Appreciation
    - b. Noticing, responding and engaging
  5. Community Based Art Education; incorporating local artists into your program
  6. Examples of programs and activities associated with different philosophies
- E. Survey of Art Activities
  1. Criteria for selection of appropriate art activities
  2. Techniques for conducting an art experience
  3. Content areas and activities
    - a. Collage and assemblage
    - b. Tearing, cutting, and folding
    - c. Drawing
    - d. Painting
    - e. Printing
    - f. Modeling, carving and sculpture
    - g. Stitching and weaving
    - h. Woodworking
    - i. Color
    - j. Texture and sensory exploration
    - k. Light and Shadow
- F. Creativity
  1. Theories of creativity
  2. Factors that affect creativity in the classroom environment
  3. Moving from developing skills to invention and expression

### **Assignment:**

1. Read text and handouts (4-10 pages per week).
2. Collect representative samples of children's art at various stages and write an analysis (1-2 pages) based on stage theories of artistic development.
3. Plan and graphically represent a developmentally appropriate art environment.
4. Participate in art activities for young children and write three to four, two page analysis papers.
5. Create a portfolio of developmentally appropriate art activities for young children.
6. Compose a written statement (1 page) of art education philosophy.
7. Write a reflection paper on the personal value of art experiences.
8. Produce an independent project on a topic related to children's art.
9. Produce a final portfolio reflecting topics covered in the course objectives.
10. Write a reflection on the meaning of creativity in early childhood education.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Analysis papers, reflection paper, children's art philosophy, cumulative final portfolio.

Writing  
45 - 55%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Plan art environment, portfolio of activities, independent project.

Problem solving  
35 - 45%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Participate in art activities

Skill Demonstrations  
10 - 20%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

Rapunzel's Supermarket: All About Young Children and Their Art. Kolbe, Ursula. Peppinot Press, Second Edition, 2007 (classic)

Instructor prepared materials