CHLD 55.6 Course Outline as of Spring 2009

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	17.5	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

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
Limits on Enrollment:

Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:
CSU Transfer:	Transferable Effective: Spring 2009	Inactive:	
UC Transfer:	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 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 manipulation to representational work and beyond
   3. Theories of children's artistic development
      a. Kellogg, Lowenfeld
      b. Examples of children's art
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 Emiliano

2. Child centered
   3. Imitative
   4. Discipline based, community based art education
   5. 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 sculpture
      b. Tearing, cutting, and folding
      c. Drawing and rubbing
      d. Painting
      e. Printing
      f. Modeling and carving
      g. Stitching and weaving
      h. Woodworking
F. Creativity
   1. Theories of creativity
   2. Factors that affect creativity in the classroom environment
G. Value of Art of the Young Child

Assignment:

1. Read text and handout (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 children's art 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. Final portfolio reflecting topics covered in the course objectives.
10. Write a reflection on the meaning of creativity in early childhood education.
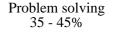
Methods of Evaluation/Basis of Grade:

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.	Writing 35 - 45%

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.

Portfolio of children's art. Participate in art activities	Skill Demonstrations 20 - 30%

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.
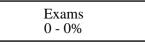
None	Other Category 0 - 0%

Representative Textbooks and Materials:
STUDENTS PLEASE NOTE: DO NOT BUY TEXTBOOKS before checking with the SRJC Bookstore.
These titles are representative only, and may not be the same ones used in your class.
Representative Textbooks:
Creative Art for the Developing Child, Cherry, Claire; 2001, Classic
Instructor development materials