CHLD 55.6 Course Outline as of Fall 2019

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:
This course will introduce students to the stages of children's artistic development, birth through age eight. Students will explore hands-on activities for use in the early childhood classroom and experience a variety of age-appropriate art media. Classroom environment and materials, art education philosophies and creative development will be addressed.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A 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: This course will introduce students to the stages of children's artistic development, birth through age eight. Students will explore hands-on activities for use in the early childhood classroom and experience a variety of age-appropriate art media. Classroom environment and materials, art education philosophies and creative development will be addressed. (Grade or

P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A 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:

		Effective:	Inactive:
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

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify and plan appropriate art activities for young children considering factors such as creativity, art domain skills, and children's ages and abilities.
2. Analyze art curricula and projects that represent different art education philosophies.
3. Explain how early art experiences lay a foundation for later creative and artistic skills.

Objectives:
At the conclusion of this course, the student should 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 based on developmentally appropriate practice.
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:

I. Stages in a Child's Art Development
    A. Review of developmental capabilities of children birth through age 8
    B. Sequence of artistic development from beginning skills to representational work and beyond
    C. Theories of children's artistic development
        1. Kellogg, Lowenfeld, Howard Gardener

2. Examples of children's art at various developmental stages

II. Developing an Appropriate Environment
   A. Organizing the physical space
   B. Supplying materials for a comprehensive art program
   C. Developing a creative climate
   D. Responding to individual children's creative art process and art work

III. Age Appropriate Art Activities
   A. Safety
   B. Developmentally appropriate practice
   C. Problems with imitative activities

IV. Art Education Philosophies
   A. Reggio Emilia/Project Based/Cognitive Approach
   B. Child centered
   C. Discipline based/Comprehensive Art Education
      1. Art appreciation
      2. Noticing, responding and engaging
   D. Community Based Art Education; incorporating local artists into your program
   E. Examples of programs and activities associated with different philosophies

V. Survey of Art Activities
   A. Criteria for selection of appropriate art activities
   B. Techniques for conducting an art experience
   C. Content areas and activities
      1. Collage and assemblage
      2. Tearing, cutting, and folding
      3. Drawing
      4. Painting
      5. Printing
      6. Modeling, carving and sculpture
      7. Stitching and weaving
      8. Woodworking
      9. Color
      10. Texture and sensory exploration
      11. Light and Shadow

VI. Creativity
   A. Theories of creativity
   B. Factors that affect creativity in the classroom environment

Assignment:

1. Read text and handouts (10 -15 pages per week)
2. Collect representative samples of children's art at various stages and write an analysis based on stage theories of artistic development (1-2 pages)
3. Plan and graphically represent a developmentally appropriate art environment
4. Write two-page analysis papers (3-4) based on art activities in class
5. Create a portfolio of developmentally appropriate art activities for young children
6. Compose a written statement of art education philosophy (1 page)
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 papers; written statement of art education 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 25 - 40%

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

None	Skill Demonstrations 0 - 0%

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.

Class attendance and participation	Other Category 15 - 30%

Representative Textbooks and Materials:
Rapunzel's Supermarket: All About Young Children and Their Art. Kolbe, Ursula. 2nd ed. Peppinot Press. 2007 (classic)
Instructor prepared materials