

COURSE SYLLABUS

Creative Activities

COURSE:
TERM:
LOCATION:
CREDIT HOURS:

INSTRUCTOR:
CRN:
E-MAIL:
DAY & TIME:

COURSE DESCRIPTION

A curriculum course focusing on understanding and implementing an inclusive developmental approach to creative activities for young children. The course involves a hands-on experience with a wide variety of activities as well as discussion on presentation methods of evaluation. The course includes observing young children during creative activities, interactions during creative activities with young children art activities, understanding and making proper accommodations and support, use of natural materials, cooking experiences, art display, and sewing.

PREREQUISITE(S)

None

COURSE OBJECTIVES

Upon successful completion of the course, the students should be able to:

1. Apply first-hand knowledge of the wide variety of experiences available to the young child in the area of creative activities in inclusive environments: NAEYC Std. 1, Std. 4, Std. 5 & DEC Std. 2, Std. 3.
2. Describe the teachers' role in planning developmental creative art activities: NAEYC Std. 1, Std. 5 & DEC Std. 2
3. Develop a philosophy statement of teaching creative activities and how to promote learning for all young children with a variety of abilities: NAEYC Std. 1, Std. 3, Std. 4 & DEC Std. 2, Std. 3, Std. 4
4. Present, extend, and evaluate creative activities: Including activities that have accommodations or adaptations. NAEYC Std. 3, Std. 5 & DEC Std. 5, 7, Std. 8
5. Construct a resource notebook of activities and recipes appropriate for cooking that they will use for curriculum components that promote the inclusion of all young children: NAEYC Std. 4, Std. 5 & DEC Std. 4 Std. 5

REQUIRED TEXTS

Lasky, L. & Mukerji, R., (2004). *ART Basic for Young Children*. NAYEC Nat'l Assn for the Education

Bos, B., (1978). *Don't Move the Muffin Tins*. Turn-The-Page Press, Inc., Roseville, CA

RESOURCES

Heartland Community College, Heartland Equity and Inclusion Project (HEIP). (2012). Finger plays activities.
<http://www.heartland.edu/documents/heip/faculty2/CHLD105/Activities/Fingerplays.pdf>

Heartland Equity and Inclusion Project (HEIP). (2012). Finger plays Video. Available from
<http://youtu.be/PbZxUN4hD2Q>

National Association for the Education of Young Children. Teaching Young Children (NAEYC). Developmentally Appropriate Practice and Play Video
www.naeyc.org/tyc/next/video/dap

Division for Exceptional Children (DEC). Recommended Practices Video
<http://www.decpractices.org/>

Division for Exceptional Children and National Association for the Education of Young Children: Joint Position Statement (2009):

http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

COURSE ASSIGNMENTS

1. Regular class participation and assignments
2. Participation within the environment (set-up, clean-up of activities)
3. Reading and handouts
3. Mid-term and Final exams
4. Philosophy Statement
5. Picture Recipe
6. Resource Notebook

GRADING CRITERIA

Approximate Grade Calculation

In class assignments and participation	30%
Creative Activity Notebook	30%
Picture Recipe	5%
Readings and Reflections	10%
Mid-term	10%
Final Exam	10%
Philosophy Statement	5%

Grading scale will be based on the following scale below

100-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59%-0%	F

ASSIGNMENTS AND COURSE POLICY

- ✓ All assignments must be double spaced and typed using 12 pt font.
- ✓ All assignments must be turned in at the beginning of class. Assignments turned in late will receive a lower grade or may not be accepted at all.
- ✓ No assignments will be accepted via email unless arrangements have been made with the instructor.
- ✓ **Absences will affect your grade** (it is the student's responsibility to find out about all missing information and assignments). The option of making-up course work is at the discretion of the instructor.
- ✓ **All electronic devices will remain OFF during class times.**

ACCOMODATIONS

STUDENT RIGHTS AND RESPONSIBILITIES

COURSE SCHEDULE

Week	Date	Topic/Activity/Exam	Required Reading/Assignments	Due
1		Introduction/Course overview Creative Activity Notebook (picture's, resources and layout) Child Development and Inclusion	Don't move the muffin tins Chapters 1-Getting the feel of it. ART: Chapters 1, 2 and 5	
		Constructivism Philosophy-How to include all children with a variety of abilities Process vs. Product (activity presentation, extension and evaluation) Start Cooking Project discussion	Work in groups for Philosophy statement Don't move the muffin tins Chapters 2&4-Paper &Crayons, felt pens, chalk. ART: Chapters 3	Two points from each chapter of readings Draft of Notebook
2		Activity Set-up DAP and Recommended Practices applied to curriculum and creative activities Activities: Paper, crayons, markers, chalk, ect. Adaptive materials	Don't move the muffin tins Chapters 3&5-Paint &Printing Accommodations article Partial Participation article Reciprocity article Don't move the muffin tins Chapters 9-Sculpture and Structure ART: Chapters 4	Turn in cooking plan ideas with a sketch of your recipe Draft Philosophy statement Two points from each chapter of readings
		Teacher's role Recyclables Activities: Paint/Finger paint/Prints Dough/Clay Collage	ART: Chapters 6	Draft of Notebook Two points from each chapter of readings
3		Mid-Term Discuss cooking project presentation and teacher role		Final Philosophy Statements
		Cooking Projects class presentations	Bring cooking recipe and all materials for cooking project Don't move the muffin tins Chapters 6-Collage ART: Chapters 6	Final Cooking project Draft of Notebook
4		Activities: Sewing Woodworking		Two points from each chapter of readings Final Notebook due
		Final Exam		

**Changes, updates and additional readings may be added throughout the term.*