**Creative Activities for Preschoolers**

**3 credits**

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| **Instructor:** | **Office:** |
| **Phone:** | **Office hours:** |
| **Class Schedule:** | **Email:** |
| **Classroom** |  |

**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, using natural materials, cooking experiences, art display, and sewing.

## Required Reading:

[Enrique, F](http://www.redleafpress.org/cw_contributorinfo.aspx?ContribID=639&Name=Enrique+C.+Feldman). (2011). *Living like a child: Learn, live, and teach creatively.* St. Paul, MN: Redleaf press.

Lasky, L,. & Mukerji, R. (2004). *ART basic for young children.* NAYEC Nat’l association for the education.

**Online Resources:**

* 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](file:///\\groupr.wou.edu\groupr\tri\Train\Project%20PEPI%202011-2015\Syllabi\PAPI%20MODEL%20SYLLABI\Articulation%20Summit%202014\www.naeyc.org\tyc\next\video\dap)
* Division for Early Children (DEC). Recommended Practices Video
  + <http://www.decrecpractices.org/>
* Division for Early Childhood 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>
* Teaching Research Institute: *Preparing Early Childhood Professionals for Inclusion*, Inclusion Curriculum Models for the Environment
  + <http://teachingresearchinstitute.org/projects/pepi/enhancements>
* Creative Curriculum
  + <http://teachingstrategies.com/curriculum/>
* Highscope
  + <http://highscope.org/Content.asp?ContentId=1>
* NAEYC Position statements on Curriculum, Assessment, and Program Evaluation
  + <https://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>
* Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
  + <http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf>
* Early childhood inclusion: A joint position statement
  + <http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf>

**Course Format:**

This class will include readings, hands-on active learning, small and large group discussion, individual reflective journaling, individual writing and presentations.

**Course Outcomes by National and State Standards:**

**CEC = Council for Exceptional Children**

**DEC = Division for Early Childhood**

**INTASC = Interstate New Teacher Assessment Consortium**

**NAEYC = National Association for the Education of Young Children**

**ODE = Oregon Department of Education**

Students will 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 teacher’s role in planning developmental creative art activities: NAEYC Std. 1,Std. 5 & DEC Std. 2.

3. Develop a philosophy statement about 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 cooking recipes appropriate for young children that you can use as curriculum components) that promote the inclusion of all young children: NAEYC Std. 4, Std. 5 & DEC Std. 4 & Std. 5.

Student Inclusion Competencies:

1. Demonstrate knowledge of typical and atypical child development (DEC, NAEYC, ODE).
2. Describe the characteristics of children with various learning needs in inclusive settings (DEC, CEC, NAEYC).
3. Describe the importance of involving families in the ongoing process of child development and learning (CEC, DEC, NAEYC, ODE).
4. Apply current research on child development across all areas of development, including temperament and play, to implement recommended practices in inclusive settings (DEC, ODE).
5. Develop, implement, and evaluate learning experiences and strategies with respect and consideration for the diversity of culture, class, and ability of young children and their families (DEC, NAEYC, ODE).
6. Apply evidenced-based practices and current technology to address the child's needs (DEC).
7. Implement a linked system approach to learning by connecting assessment, intervention and progress monitoring within the curriculum (DEC).
8. Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning (DEC, NAEYC, ODE).
9. Participate in the activities of professional organizations relevant to inclusive EI/ECSE/ECE services and advocate for educational policy related to inclusive EI/ECSE/ECE services.

***Tentative Course Schedule\*\* Based on a 8 week course meeting 2 times a week***

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| **Week** | **Topic/Activity** | **Required Reading**  **Guest Speakers** | **Activities and Assignments Due** |
| 1 | Introduction/Course overview Creative Activity  Notebook (pictures, 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  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](http://www.naeyc.org/tyc/next/video/dap)  Division for Early Childhood (DEC). Recommended Practices Video  <http://www.decrecpractices.org/>  Pepi Enhancement 1.1 PowerPoint symbol[Conceptual View of Inclusion:](http://teachingresearchinstitute.org/materials/page/822/90) |  |
| Philosophy-How to include all children with a variety of abilities  Play based approach  Curriculum Resources: Creative Curriculum and other resources from NAEYC and DEC  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 and video |
| 2 | Activity Set-up  DAP and Recommended Practices applied to curriculum and creative activities  Adaptive Activities  Activities: paper, crayons, markers, chalk, etc.  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  Read: NAEYC Code of Ethics: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf> PEPI  DEC Code of Ethics:  <http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf> PEPI | 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  Parent engagement/involvement  Activities:  paint, finger paint, prints, dough, clay  collage | ART: Chapters 6 | Draft of notebook  Two points from each chapter of readings and online readings |
| 3 | Mid-Term  Discuss cooking project presentation and teacher role |  | Final philosophy statements |
| Activities:  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 |  |  |