COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1203 Creative Activities

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark “None” where appropriate:
Prerequisite(s): None
Enrollment by assessment or other measure? □ Yes ☒ No
If yes, please describe:
Corequisite(s): None
Pre- or Corequisite(s): None
Consent of Instructor: □ Yes ☒ No

Delivery Method:
☒ Lecture 2 Contact Hours (1 contact = 1 credit hour)
☐ Seminar 0 Contact Hours (1 contact = 1 credit hour)
☒ Lab 2 Contact Hours (2-3 contact = 1 credit hour)
☐ Clinical 0 Contact Hours (3 contact = 1 credit hour)
☒ Online
☒ Blended
☒ Virtual Class Meeting (VCM)

Offered: ☒ Fall ☒ Spring ☒ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
This course is designed to give the student an understanding of the natural creative potential that evolves through play within all areas of development/academic disciplines (language/literacy, music, creative movement, dance, drama, visual arts, mathematics, science, physical activity, social studies, health and safety). The student will have the opportunity to learn how to establish an aesthetically creative environment for young children. The student will learn methods of presenting activities to young children in
ways to enhance and encourage creativity. The student will enhance their observational and documentation skills of the young child through activity presentations.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Content and Assessments aligned to Gateways ECE Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:
Fostering Creativity and Aesthetics in Young Children; The Concept of Creativity; Promoting Creativity; The Concept of Aesthetic; Promoting Aesthetic Experiences Planning and Implementing Creative Activities; Children, Teachers and Creative Activities; Creative Environments; Play, Development and Creativity; Using Technology to Promote Creativity Art and Development of the Young Child; Art and Social-Emotional Growth; Art and Physical-Mental Growth; Developmental Levels and Art The Early Childhood Art Program; Program Basics: Goals, Setting Up, Materials and Strategies; Two-Dimensional Activities; Three-Dimensional Activities Creative Activities for the Early Childhood Curriculum; Dramatic Play and Puppetry; Creative Movement; Creative Music; Creative Language Experiences; Creative Science; Creative Mathematics; Creative Food Experiences; Creative Social Studies

INSTRUCTIONAL METHODS:
Lecture
Class and group discussions
Written assignments
Instructor demonstrations of activities
Audio-Visuals-Videos

EVALUATION OF STUDENT ACHIEVEMENT:
Regular class attendance
Active participation in class and group discussions
Periodic exams
Completion of assigned work
Occasional group assignments and presentations
Course portfolio of activities implemented

INSTRUCTIONAL MATERIALS:
Textbooks
Creative Activities for Young Children, 11th Ed. Mary Mayesky. 2015
Illinois Early Learning and Development Standards – Illinois State Board of Education. 2013

Resources
Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
Abused and Neglected Child Reporting Act (online training)
LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes

☐ 1) Communication – to communicate effectively;
☐ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☒ 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Foster and promote creativity and aesthetic development in young children.

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<tr>
<th>IPTS</th>
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<tbody>
<tr>
<td>1A, 1B, 1C, 1D, 1E, 1H, 1I, 1K, 1L, 1N, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6A, 6Q, 7B, 7L, 8A, 8B, 8C, 8D, 8E, 8F, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I</td>
<td>CPD2, CPD5, IRE2, IRE4</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b</td>
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2. Plan and implement creative activities.

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<td>CPD1, CPD2, CPD3, CPD4, CPD5</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d</td>
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3. Define the social/emotional and physical/mental benefits of art and music in the early childhood curriculum.

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<td>CPD4, IRE4</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6b</td>
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4. Identify the program basics in designing an early childhood creative arts program.

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<td>CPD3, CPD4, CPD5, CPD6, IRE3, IRE4</td>
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5. Describe the role of creative play in the overall development of the young child.

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<td>CPD4, CPD5, CPD6</td>
<td>4a, 4b, 4c, 5a, 5b, 5c</td>
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6. Facilitate the implementation of creative activities in other curricular areas.

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<td>CPD4, IRE2, IRE3, IRE4</td>
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7. Participate in the planning, presentation and evaluation of creative activities.

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<td>CPD4, CPD7</td>
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