Course Prefix and Number: CDYC 141  
Credit hours: 3

Course Title: Creative Expression in Early Childhood Development

Course Prerequisites: none


Course Description: This course is based on developmentally appropriate practices to reflect the creative arts concentration, emphasizing child-directed, as opposed to teacher-directed activities. It acknowledges the philosophy of process-oriented art, instead of product-oriented activity. CDYC 141 will present an art studio approach; maximizing responsible freedom, decision-making, discovery, creative thinking and expression integrated within the early childhood curriculum. This course requires 3 clock hours of observation of artistic samples from young children at various ages.

Learning Outcomes:

At the end of the course, the student will:

- A. Assist children in the development of their creative and critical thinking processes throughout the curriculum;
- B. Observe and analyze children’s “mark making”, scribbles and drawings to gain knowledge about the process of artistic development during early childhood;
- C. Accept the teacher’s role to appropriately respond to and provide for strategies to promote children’s art and creativity.

To achieve the learning outcomes, the student will:

1. Discuss the role of “creativity in early childhood programs. Explain the teacher’s teaching strategies, language and responses, and mediums and techniques to introduce, carry-out and evaluate the activity when children are participating in creative activities; (A) (B) (C)
2. Explain the difference between “process” vs. “product” oriented creative activities; (C)
3. Discuss the importance of allowing children to develop creativity without adult samples of the finished product. Develop a lesson plan to promote “critical thinking” skills and multiple intelligences; (A) (C)
4. Observe and document the creative growth patterns of young children at different ages;
5. Implement developmentally appropriate art activities involving the artistic
elements; (A) (C)
6. Discuss famous artists, dancers, illustrators, or another people who exhibit extraordinary creative abilities. Discuss follow-up activities to use with children. Use the artistic style or technique that the well-known artist used to demonstrate his/her creativity; (A) (C)
7. Explain the differences between a) structured and teacher directed, b) teacher-guided, and c) unstructured and child-centered activities; (A) (C)
8. Plan a lesson to incorporate creativity throughout the curriculum; (A) (C)
9. Collect art samples of children from 18 months- 8 years and label them according to various artistic theories which describe general growth sequence; (A) (B) (C)

**Course Requirements:** The following are intended to help the learner meet the stated learning outcomes of the course: students will attend class; students will be evaluated on results of semester exams; students will be required to participate in class discussions and activities.

*In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.*

**Course Grading Scale:**

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

**Attendance Policy:** The college attendance policy is available at [http://www.bpcc.edu/catalog/current/academicpolicies.html](http://www.bpcc.edu/catalog/current/academicpolicies.html)

**Course Fees:** None

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