

## MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CREATIVE ARTS & EXPERIENCES ECED 1303 | COURSE INFORMATION

### COURSE DESCRIPTION

This course is designed to study the concept of creativity and the creative process as it applies to art and creative play for all young children including children with disabilities, developmental delays, language and /or cultural differences. Students will explore a wide variety of creative media suitable for use with all young children. Emphasis is given to creative experiences and environments as they impact on the development of all young children.

**Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:**

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COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
<b>1</b>	<p><b>The creative process versus the product including the key principles (Drew and Rankin, 2004) for using open ended materials.</b></p> <p>OSEP Intervention and Instruction, DEC Instruction, INS4; EI/ECSE Child Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Application of curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b; Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, (PS&amp;C for ECE, 4a, 4b, 5a); CKC's Promoting Child Development and Learning, 1.A.1; 1.B.3</p>
<b>2</b>	<p><b>The uniqueness of each child's creative expression including children with disabilities, developmental delays, language and /or cultural differences.</b></p> <p>OSEP, Supporting Social and Emotional Development; EI/ECSE, Child Development and Early Learning, NAEYC Standard One, Promoting Child Development and Early Learning 1b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&amp;C for ECE, Standard One, Child Development and Learning Context, 1d and Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's Promoting Child Development and Early Learning, 1.A.1; Observing, Documenting and Assessing, 4.A.3</p>
<b>3</b>	<p><b>Developmental levels of creativity and play.</b></p> <p>EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&amp;C for ECE; PS&amp;C for ECE, Standard One, Promoting Child Development and Early Learning 1b; (PS&amp;C for ECE Standard One, Child Development and Learning in Context, 1b, and CKC's Promoting Child Development and Early Learning, 1.A.1</p>
<b>4</b>	<p><b>All children's creative ability, problem solving and thinking skills</b></p> <p>OSEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Application of Curriculum Frameworks in Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c);</p>

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	<b>COURSE OBJECTIVE</b>	<b>ALIGNMENT WITH STANDARDS</b>
5	<b>The importance of setting up an inviting, aesthetic environment and exposing all children to aesthetics.</b>	OSEP: Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, & Instruction;
6	<b>Developmentally appropriate environments that stimulate creativity and self-expression for all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	OSEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c; (PS&C for ECE, Standard One, Child Development and Learning Context, 1c)
7	<b>Practices and techniques which will facilitate creative growth through play for all children including children with disabilities, delays, language and /or cultural differences</b>	OSEP Intervention and Instruction; DEC, Instruction, INS4, EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c); CKC's Build a Meaningful Planned Program of Learning and Development, 3.A.3
8	<b>Lesson plans based on the Creative Arts Early Learning Development Standards (E.L.D.S.) including appropriate accommodations and adaptations for all children.</b>	OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
9	<b>A variety of art mediums, techniques and tools that will be used for all children's creative art experiences.</b>	OSEP Technology; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b)
10	<b>An appreciation for art and artists through understanding of art elements (such as line, volume etc.) and using art vocabulary that would be used when responding to artwork with all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b).
11	<b>The facilitation and response to all children's creative play including strategies such as scaffolding, describing, expanding, modeling, asking open-ended questions, etc. and deciding when to intervene in their creative play.</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INT2; EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b and 4c; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.

**Student Outcomes: Upon completion of this course, students will be able to:**

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
1	Recognize that the process of creating is more important than the product including the key principles (Drew and Rankin, 2004) for using open ended materials.	OSEP Intervention and Instruction, DEC Instruction, INS4; EI/ECSE Child Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Application of curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b; Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, (PS&C for ECE, 4a, 4b, 5a); CKC's Promoting Child Development and Learning, 1.A.1; 1.B.3
2	Discuss the uniqueness of all children's creative expression.	OSEP, Supporting Social and Emotional Development; EI/ECSE, Child Development and Early Learning, NAEYC Standard One, Promoting Child Development and Early Learning 1b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard One, Child Development and Learning Context, 1d and Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's Promoting Child Development and Early Learning, 1.A.1; Observing, Documenting and Assessing, 4.A.3
3	Describe developmental levels of creativity and creative play.	EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Promoting Child Development and Early Learning 1b); and CKC's Promoting Child Development and Early Learning, 1.A.1
4	Facilitate all children's creative ability, problem solving and thinking skills through provocation and questioning.	SEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Application of Curriculum Frameworks in Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c)
5	Set up an inviting, aesthetic environment and discuss the importance of exposing all children to aesthetics.	OSEP, Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, & Instruction
6	Plan developmentally appropriate environments that stimulate creativity and self-expression for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE Interaction, Intervention, Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c; (PS&C for ECE; Standard One, Promoting Child Development and Early Learning 1c)
7	Use practices and techniques which will facilitate creative growth through play for all children including children with disabilities, delays, language and /or cultural differences	OSEP Intervention and Instruction; DEC, Instruction, INS4, EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c); CKC's Build a Meaningful Planned Program of Learning and Development, 3.A.3
8	Write lesson plans using the Creative Arts Early Learning Development Standards (E.L.D.S.) including appropriate accommodations and adaptations for all children.	OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3

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	<b>STUDENT OUTCOMES</b>	<b>ALIGNMENT WITH STANDARDS</b>
<b>9</b>	<b>Utilize a variety of art mediums, techniques and tools that will be used for children’s creative art experiences.</b>	OSEP, Technology; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b)
<b>10</b>	<b>Demonstrate an appreciation for art and artists through understanding of art elements (such as line, volume etc.) and using art vocabulary that would be used when responding to artwork with all children including children with disabilities, developmental delays, language and/or cultural differences</b>	EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b).
<b>11</b>	<b>Facilitate and respond to all children’s creative play using strategies including scaffolding, describing, expanding, modeling, asking open-ended questions, etc. and deciding when to intervene in creative play.</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INT2; EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b and 4c; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC’s, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.

**Course Content:**

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	<b>COURSE CONTENT</b>	<b>ALIGNMENT WITH STANDARDS</b>
<b>1</b>	<b>Understanding Creativity</b>	OSEP Intervention and Instruction, DEC Instruction, INS4; EI/ECSE Child Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Application of curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b; Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, (PS&C for ECE, 4a, 4b, 5a); CKC’s Promoting Child Development and Learning, 1.A.1; 1.B.3
<b>2</b>	<b>Creative thinking and expression</b>	OSEP, Supporting Social and Emotional Development; EI/ECSE, Child Development and Early Learning, NAEYC Standard One, Promoting Child Development and Early Learning 1b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard One, Child Development and Learning Context, 1d and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC’s Promoting Child Development and Early Learning, 1.A.1; Observing, Documenting and Assessing, 4.A.3
<b>3</b>	<b>Developmental levels of play and creativity for all children including children with disabilities, developmental delays, language and/or cultural differences.</b>	EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; PS&C for ECE, Standard One, Promoting Child Development and Early Learning 1b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b) and CKC’s Promoting Child Development and Early Learning, 1.A.1

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	<b>COURSE CONTENT</b>	<b>ALIGNMENT WITH STANDARDS</b>
4	<b>Teacher roles and strategies to develop all children’s artistic expression including children with disabilities, developmental delays, language and/or cultural differences</b>	OSEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Application of Curriculum Frameworks in Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c);
5	<b>Setting up an inviting, aesthetic environment and understanding the importance of aesthetics for all children.</b>	OSEP, Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, & Instruction
6	<b>Exploring and creating Play Environments (Dramatic Play, Block Play, Outdoor and Music and Movement) and facilitating creative play for all children including children with disabilities, developmental delays, language and/or cultural differences</b>	OSEP: Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE Interaction, Intervention, Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c, (PS&C for ECE; Standard One, Promoting Child Development and Early Learning 1c).
7	<b>Practices and techniques to support and scaffold all children’s creative development including children with disabilities, delays, language and/or cultural differences.</b>	OSEP Intervention and Instruction; DEC, Instruction, INS4, EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c); CKC’s Build a Meaningful Planned Program of Learning and Development, 3.A.3
8	<b>Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</b>	OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s, Building a Meaningful Planned Program of Learning and Development, 3.A.3
9	<b>A variety of Art Media including, materials such as, sand, water, woodworking, clay, drawing implements, etc.</b>	OSEP Technology; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b)
10	<b>Art elements and vocabulary for discussing art with all children.</b>	EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; NAEYC, NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b).
11	<b>Facilitating and responding to all children’s creative play using strategies including scaffolding, describing, expanding, modeling, asking open-ended questions, etc. and deciding when to intervene in creative play</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INT2; EI/ECSE; Child Development and Early Learning; and Using Responsive, Reciprocal, Interactions, Interventions,& Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, 4b and 4c; (PS&C for ECE; Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC’s, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.

## **STANDARDS**

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

## **KEY EXPERIENCES**

1. In order to understand the creative process students will explore various visual art media and how children use them (CO 1, 2 and 9)
  - Using a variety of paints and techniques including tempera, watercolor, and finger-paint.
  - Crayon rubbings, resist and etching
  - Chalk and pastels, including self-portraits and sketching a still-life
  - Multi-cultural fine crafts such as weaving and masks
  - Paper and scissors
  - Various types of clay, including tools and techniques.
  - Sculpture, wire, collage, recyclables
2. Develop experiences for creative play\*: (CO 4, 7 and 11)
  - Practice facilitating play including cooperative play, using open-ended questioning, describing children's play, deciding when to intervene in play and extending children's play.

*\*Pay careful attention to E.L.D.S. Cognition Standard in relation to creative play.*
3. Students will design a web, using the Creative Arts Early Learning Development Standards (E.L.D.S.) integrating creative experiences across the curriculum including differentiating for children with disabilities, delays, language and/or cultural differences\* and discuss the variations in experience planning among differing curriculum approaches such as Montessori, Reggio, Project, thematic, emergent etc. (CO 8)

*\*Refer to: "Supporting All Children Using the CT ELDS: A Guide to Domain and Strands"*
4. Students will collect found and recyclable materials, related to home, family, or culture, which will be brought to class. Students will then sort and arrange materials in an inviting and aesthetically pleasing display which would enhance all children's language, math, science, sensory, creative and physical skills. (CO 1 and 5)
5. Students will visit the art studio or art area of a preschool classroom and assess the environment, including furnishings, the variety of materials, tools, display and art resources for all children including children with disabilities, delays, language and/or cultural differences.(CO 5)

6. Class will take a field trip to a virtual or actual fine arts museum and practice introducing all children to art, using the language of art including describing art processes and elements to develop children's art appreciation. (CO 10)
7. Students will review and design multiple creative play centers such as dramatic play, block play, music and movement and outdoor environments which support the development of all children including children with disabilities, developmental delays, language and/or cultural differences.(CO 6)
8. Students will observe children's creative expressions and play to determine the developmental level of each. (CO 3)
9. Creative and divergent thinking exercises: Students will brainstorm a variety of uses for diverse materials, e.g., students will be given a small box and will come up with various uses in order for them to make the connection to children's creative ability, problem solving and thinking skills. (CO 4)

## **RESOURCES**

### **Books**

- CTElds: Connecticut Early Learning and Development Standards, CT. Office of Early Childhood  
*Supporting All Children Using the CT ELDS: A Guide to Domain and Strands*; CT. Office of Early Childhood
- Nurturing Creativity, Isbell, Rebecka and Yoss Iizawa, Sonia Akiko. NAEYC: Washington 2016 ISBN: 9781938113215 Spotlight on Young Children and the Creative Arts, edited by Derry Koralek, NAEYC
- More Than Painting, Preschool and Kindergarten: Exploring the Wonders of Art, by Sally Moomaw and Brenda Hieronymus.  
The Creative Arts: A Process Approach for Teachers and Children, by Linda Carol Edwards
- Childcare Exchange, Curriculum: Art, Music, Movement, Drama, A Beginnings Workshop Book

### **Websites**

- [Stages of Creativity: Why Some Kids Are "Blocked" from the Four Stages of Creativity  
\*https://ilslearningcorner.com/stages-creativity-kids-blocked-4-stages-creativity/#:~:text=There%20are%20four%20stages%20that,visual%20processing%20and%20emotional%20grounding\).\*](https://ilslearningcorner.com/stages-creativity-kids-blocked-4-stages-creativity/#:~:text=There%20are%20four%20stages%20that,visual%20processing%20and%20emotional%20grounding).)
- [Extension Alliance for Better Childcare, \*https://childcare.extension.org/child-care-for-children-with-special-needs/\*](https://childcare.extension.org/child-care-for-children-with-special-needs/)
- [Creative Suggestions, Lisa Murphy, \*www.ooeygoeey.com/handouts/art.pdf\*](http://www.ooeygoeey.com/handouts/art.pdf)
- [Understanding the Four Stages of the Creative Process, \*https://www.wework.com/ideas/worklife/understanding-the-four-stages-of-the-creative-process\*](https://www.wework.com/ideas/worklife/understanding-the-four-stages-of-the-creative-process)
- [National Arts Standards, \*https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf\*](https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf)

## Videos

- [Webinar NAEYC by Dr. Rebecca Isabell and Sonia Yoshizowa, https://www.youtube.com/watch?v=OCG\\_2G5FYJM](https://www.youtube.com/watch?v=OCG_2G5FYJM)
- [Community Playthings: Block Play video, https://www.youtube.com/watch?v=tRlnvg7tb2k](https://www.youtube.com/watch?v=tRlnvg7tb2k)
- [Outdoor play and learning: loose parts, https://www.youtube.com/watch?v=tRlnvg7tb2k](https://www.youtube.com/watch?v=tRlnvg7tb2k)
- [Playing with Loose Parts, https://www.youtube.com/watch?v=tRlnvg7tb2k](https://www.youtube.com/watch?v=tRlnvg7tb2k)

## Articles

- [Drew, W. F. and Rankin, B \(2004\), Promoting Creativity for Life: Using Open-Ended Materials  
Neugebauer, Roger, Everyone Can be Creative: Here's How  
https://www.childcareexchange.com/catalog/product/everyone-can-be-creative--here-is-how/5020660/](https://www.childcareexchange.com/catalog/product/everyone-can-be-creative--here-is-how/5020660/)
- [Creativity Throughout The Day, Lisa Hansel Young Children, November, 2017  
https://www.naeyc.org/resources/pubs/yc/nov2017/creativity-throughout-day](https://www.naeyc.org/resources/pubs/yc/nov2017/creativity-throughout-day)
- [Art At the Heart, Kelly J. Massey  
https://www.naeyc.org/resources/blog/creativity-throughout-day](https://www.naeyc.org/resources/blog/creativity-throughout-day)
- [How and Why the Arts Support Language Learning and Cognition, Alida Anderson, Phd.  
https://www.psychologytoday.com/us/blog/arts-all-children/201709/how-and-why-the-arts-support-language-learning-and-cognition](https://www.psychologytoday.com/us/blog/arts-all-children/201709/how-and-why-the-arts-support-language-learning-and-cognition)
- [Creative arts activities for children with special needs by Childcare  
https://childcare.extension.org/creative-art-activities-for-children-with-special-needs/](https://childcare.extension.org/creative-art-activities-for-children-with-special-needs/)

## Children's Books

- Lucy's Picture by Nicola Moon Amazing Grace by Mary Hoffman
- What To Do With A Box by Jane Yolen
- Not A Box by Antoinette Portis
- Not A Stick by Antoinette Portis



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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introduction and course overview			
2	<p><b>Understanding Creativity</b> Process vs. Product</p> <p>In cooperative learning groups, students will observe children’s creative expressions and determine the developmental level of each.</p> <p>Read: Not A Stick</p>	(CO 1 and 3)		
3	<p><b>Creative thinking and expression</b> <i>*Creative and divergent thinking exercises: In cooperative learning groups, students will brainstorm possibilities of diverse materials, e.g., students will be given a small box and will come up with various uses in order for them to make the connection to children’s creative ability, problem solving and thinking skills.</i></p> <p>Read: What To Do With A Box</p>	(CO 4)		
4	<p><b>Developmental levels of play and creativity for all children including children with disabilities, developmental delays, language and/or cultural differences.</b> <i>*Practice facilitating play including cooperative play, using open-ended questioning, describing children’s play, deciding when to intervene in play and extending children’s play</i></p>	(CO 4, 7 and 11)	Students will develop experiences for creative play. <i>*Pay careful attention to E.L.D.S. Cognition Standard in relation to creative play.</i>	S.O. 8
5	<p><b>A variety of Art Media including, materials such as, sand, water, woodworking, clay, drawing implements, etc.</b> <i>*Students will explore various visual art media and how children use them</i></p> <p>Read: Lucy’s Picture</p>	C.O. 9		
6	<p><b>Teacher roles and strategies to develop all children’s artistic expression including children with disabilities, developmental delays, language and/or cultural differences strategies to develop children’s artistic expression.</b></p>	(CO 2, &7)		

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
7	<p><b>Practices and techniques to support and scaffold all children’s creative development including children with disabilities, delays, language and/or cultural differences.</b>  <i>*Students will explore various visual art media and how children use them</i></p>	(CO 2)		
8	<p><b>Facilitating and responding to all children’s creative play.</b>  <i>*Role play using strategies including describing, expanding, modeling, asking open-ended questions, and deciding when to intervene in creative play for all children including children with disabilities, delay, language and/or cultural differences.</i></p>	(CO 2)	<p><i>*Students will collect found and recyclable materials, related to home, family, or culture, which will be brought to class.</i></p>	S.O. 1, 5
9	<p><b>The importance of aesthetics to all children and setting up an inviting, aesthetic environment.</b>  <i>*Students will then sort and arrange materials in an inviting and aesthetically pleasing display which would enhance all children’s language, math, science, sensory, creative and physical skills.</i></p>	(CO 1 and 5)		
10	<p><b>Art Center Environments</b>  <i>*Students will visit the art studio or art area of a preschool classroom and assess the environment, including furnishings, the variety of materials, tools, display and art resources for all children including children with disabilities, delays, language and/or cultural differences</i></p>	(CO 5)		
11	<p><b>Exploring and creating Play Environments (Dramatic Play, Block Play, and Music and Movement) and facilitating creative play for all children including children with disabilities, developmental delays, language and/or cultural differences</b>  <i>*Students will review and multiple creative play centers such as dramatic play, block play, music and movement which support the development of all children including children with disabilities, developmental delays, language and/or cultural differences</i>                       Read: Amazing Grace</p>	(CO 6)	<p><i>*Students will design multiple creative play centers such as dramatic play, block play, music and movement which support the development of all children including children with disabilities, developmental delays, language and/or cultural differences</i></p>	S.O. 6

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
12	<p><b>Exploring and creating Outdoor Play Environments and facilitating creative play with Loose Parts for all children including children with disabilities, developmental delays, language and/or cultural differences</b></p> <p><i>*Students will review the outdoor play environment and use loose parts to support the creative development of all children including children with disabilities, developmental delays, language and/or cultural differences</i></p> <p><i>Show Videos: Outdoor play and learning: loose parts</i>  <a href="https://www.youtube.com/watch?v=tRlnvg7tb2k">https://www.youtube.com/watch?v=tRlnvg7tb2k</a></p> <p><i>Playing with Loose Parts</i>  <a href="https://www.youtube.com/watch?v=tRlnvg7tb2k">https://www.youtube.com/watch?v=tRlnvg7tb2k</a></p>	C.O.6	<p><i>*Students will design the outdoor play environment and use loose parts to support the creative development of all children including children with disabilities, developmental delays, language and/or cultural differences</i></p>	S.O. 6
13	<p><b>Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</b></p> <p><i>*Discuss the variations in experience planning among differing curriculum approaches such as Montessori, Reggio, Project, thematic, emergent etc.</i></p> <p>Review “Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</p>	(CO 8)		
14	<p><b>Practicing, Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</b></p> <p><i>*Use the variations in experience planning among differing curriculum approaches such as Montessori, Reggio, Project, thematic, emergent etc.</i></p> <p>Review “Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</p>	C.O. 8	<p><i>*Students will design a web, using the Creative Arts Early Learning Development Standards (E.L.D.S.) integrating creative experiences across the curriculum including differentiating for children with disabilities, delays, language and/or cultural differences.</i></p> <p>Refer to “Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</p>	S.O. 8
15	<p><b>Art elements and vocabulary for discussing art with all children.</b></p> <p><i>*Class will take a field trip to a virtual or actual fine arts museum and practice introducing all children to art, using the language of art including describing art processes and elements to develop children’s art appreciation.</i></p>	C.O. 10		

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
16	FINAL PRESENTATIONS			

*\*Key Experience*

*N.B. Key Experience One should be covered in multiple weeks throughout the course.*