

**Master Course Outline
With Sample Syllabus**

Creative Arts and 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:

Course Objective	Alignment with Standards
1. The creative process versus the product including the key principles (Drew and Rankin, 2004) for using open ended materials.	OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 5.2, 6.3 and 6.5 PS&C for ECE: 1a, 4b, 5a, and 5b CKC's: 1.A.1; 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.3, and 3.B.2
2. The uniqueness of each child's creative expression including children with disabilities, developmental delays, language and /or cultural differences.	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2, and 1.4 PS&C for ECE: 1b CKC's: 1.A.1; 2.B.3
3. Developmental levels of creativity and play.	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.1, 1.2, 1.4, and 5.2

	<p>PS&C for ECE: 1a, and 1b CKC's: 1. A.1, 2.B.3, and 3.A.3</p>
4. All children's creative ability, problem solving and thinking skills	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 1.2, 1.4, 5.2, 6.3, 6.5 and 6. PS&C for ECE: 1a, 1b, 4b, 4c All of Standard 5 CKC's: 1.A.1, 2.A.1, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.3, and 3.B.2</p>
5. The importance of setting up an inviting, aesthetic environment and exposing all children to aesthetics.	<p>OSEP: Intervention and Instruction DEC/EI/ECSE 1.1 CKC's: 2.A.1</p>
6. Developmentally appropriate environments that stimulate creativity and self-expression for all children including children with disabilities, developmental delays, language and/or cultural differences.	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5 PS&C for ECE: 4b and 5a, CKC's: 1.B.1, 2.A.1, 3.A.3 and 3.B.1</p>
7. Practices and techniques which will facilitate creative growth through play for all children including children with disabilities, delays, language and /or cultural differences	<p>OSEP: Intervention and Instruction, Supporting Social and Emotional Development DEC/EI/ECSE: 6.3, 6.5, and 6.6 PS&C for ECE: All of Standard 4, and 5b CKC's: 2.A.1, 2.B.2, 2.B.3 and 3.B.2</p>
8. Lesson plans based on the Creative Arts Early Learning Development Standards (E.L.D.S.) including appropriate accommodations and adaptations for all children.	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5 PS&C for ECE: 4c, 5a and 5b CKC's: 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3. A.3, and 3.B.2</p>
9. A variety of art media, techniques and tools that will be used for all children's creative art experiences.	<p>OSEP: Intervention and Instruction and Technology DEC/EI/ECSE: 6.5 PS&C: 4c, 5a, and 5b CKC's: 2.A.1, 2.B.1, 2.B.2, and 3.B.2</p>
10. An appreciation for art/music and artists/musicians through understanding of art and music elements (such as line, volume tempo etc.) and using art/music vocabulary that would be used when responding to artwork/ musical compositions with all children including children with disabilities, developmental delays, language and/or cultural differences.	<p>DEC/EI/ECSE: 6.5 and 7.2 PS&C for ECE: All of Standard 5, and 6e CKC's: 3.A.1, 3.A.2, 3.A.3, 7.A.2</p>

<p>11. 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.</p>	<p>OSEP: Intervention and Supporting Social and Emotional Development DEC/EI/ECSE: 1.4, 6.5 and 6.6 PS&C for ECE: All of Standard 4, CKC’s: All of Domain 2</p>
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Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
<p>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.</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 5.2, 6.3 and 6.5 PS&C for ECE: 1a, 4b, 5a, and 5b CKC’s: 1.A.1; 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.3, and 3.B.2</p>
<p>2. Discuss the uniqueness of all children’s creative expression.</p>	<p>OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2, and 1.4 PS&C for ECE: 1b CKC’s: 1.A.1; 2.B.3</p>
<p>3. Describe developmental levels of creativity and creative play.</p>	<p>OSEP: Supporting Social and Emotional Development DEC/EI/ECSE:1.1, 1.2, 1.4, and 5.2 PS&C for ECE: 1a, and 1b CKC’s: 1. A.1, 2.B.3, and 3.A.3</p>
<p>4. Facilitate all children’s creative ability, problem solving and thinking skills through provocation and questioning.</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 1.2, 1.4, 5.2, 6.3, 6.5 and 6. PS&C for ECE: 1a, 1b, 4b, 4c All of Standard 5 CKC’s: 1.A.1, 2.A.1, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.3, and 3.B.2</p>
<p>5. Set up an inviting, aesthetic environment and discuss the importance of exposing all children to aesthetics.</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1 CKC’s: 2.A.1</p>
<p>6. Plan developmentally appropriate environments that stimulate creativity and self-expression for all children</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5</p>

<p>including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>PS&C for ECE: 4b and 5a, CKC's: 1.B.1, 2.A.1, 3.A.3 and 3.B.1</p>
<p>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</p>	<p>OSEP: Intervention and Instruction, Supporting Social and Emotional Development DEC/EI/ECSE: 6.3, 6.5, and 6.6 PS&C for ECE: All of Standard 4, and 5b CKC's: 2.A.1, 2.B.2, 2.B.3 and 3.B.2</p>
<p>8. Write lesson plans using the Creative Arts Early Learning Development Standards (E.L.D.S.) including appropriate accommodations and adaptations for all children.</p>	<p>OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5 PS&C for ECE: 4c, 5a and 5b CKC's: 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3. A.3, and 3.B.2</p>
<p>9. Utilize a variety of art mediums, techniques and tools that will be used for children's creative art experiences.</p>	<p>OSEP: Intervention and Instruction and Technology DEC/EI/ECSE: 6.5 PS&C for ECE: 4c, 5a, and 5b CKC's: 2.A.1, 2.B.1, 2.B.2, and 3.B.2</p>
<p>10 Demonstrate an appreciation for art/music and artists/musicians through understanding of art and music elements (such as line, volume tempo etc.) and using art/music vocabulary that would be used when responding to artwork/ musical compositions with all children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>DEC/EI/ECSE: 6.5 and 7.2 PS&C for ECE: All of Standard 5, and 6e CKC's: 3.A.1, 3.A.2, 3.A.3, 7.A.2</p>
<p>11 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.</p>	<p>OSEP: Intervention and Supporting Social and Emotional Development DEC/EI/ECSE: 1.4, 6.5 and 6.6 PS&C for ECE: All of Standard 4, CKC's: All of Domain 2</p>

Course Content:

Course Content:	Alignment with standards
1. Understanding Creativity	OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 5.2, 6.3 and 6.5 PS&C for ECE: 1a, 4b, 5a, and 5b CKC's: 1.A.1; 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.3, and 3.B.2
2. Creative thinking and expression	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2, and 1.4 PS&C for ECE: 1b CKC's: 1.A.1; 2.B.3
3. Developmental levels of play and creativity for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.1, 1.2, 1.4, and 5.2 PS&C for ECE: 1a, and 1b CKC's: 1. A.1, 2.B.3, and 3.A.3
4. Teacher roles and strategies to develop all children's artistic expression including children with disabilities, developmental delays, language and/or cultural differences	OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1, 1.2, 1.4, 5.2, 6.3, 6.5 and 6. PS&C for ECE: 1a, 1b, 4b, 4c All of Standard 5 CKC's: 1.A.1, 2.A.1, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.3, and 3.B.2
5. Setting up an inviting, aesthetic environment and understanding the importance of aesthetics for all children.	OSEP: Intervention and Instruction DEC/EI/ECSE: 1.1 CKC's: 2.A.1
6. 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	OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5 PS&C for ECE: 4b and 5a, CKC's: 1.B.1, 2.A.1, 3.A.3 and 3.B.1
7. Practices and techniques to support and scaffold all children's creative development including children with disabilities, delays, language and/or cultural differences.	OSEP: Intervention and Instruction, Supporting Social and Emotional Development DEC/EI/ECSE: 6.3, 6.5, and 6.6 PS&C for ECE: All of Standard 4, and 5b

	CKC's: 2.A.1, 2.B.2, 2.B.3 and 3.B.2
8. Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).	OSEP: Intervention and Instruction DEC/EI/ECSE: 5.2, 6.3, and 6.5 PS&C for ECE: 4c, 5a and 5b CKC's: 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3. A.3, and 3.B.2
9. A variety of Art Media including, materials such as, sand, water, woodworking, clay, drawing implements, etc.	OSEP: Intervention and Instruction and Technology DEC/EI/ECSE: 6.5 PS&C for ECE: 4c, 5a, and 5b CKC's: 2.A.1, 2.B.1, 2.B.2, and 3.B.2
10. Art/music elements and vocabulary for discussing art/music with all children.	DEC/EI/ECSE: 6.5 and 7.2 PS&C for ECE: All of Standard 5, and 6e CKC's: 3.A.1, 3.A.2, 3.A.3, 7.A.2
11. 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	OSEP: Intervention and Supporting Social and Emotional Development DEC/EI/ECSE: 1.4, 6.5 and 6.6 PS&C for ECE: All of Standard 4, CKC's: All of Domain 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 and CO 9)

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>).

Extension Alliance for Better Childcare

<https://childcare.extension.org/child-care-for-children-with-special-needs/>

Creative Suggestions, Lisa Murphy

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>

National Arts Standards

<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

Community Playthings: Block Play video

<https://www.youtube.com/watch?v=tRlnvg7tb2k>

Outdoor play and learning: loose parts

<https://www.youtube.com/watch?v=tRlnvg7tb2k>

Playing with Loose Parts

<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/>

Creativity Throughout The Day, Lisa Hansel Young Children, November, 2017

<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>

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>

Creative arts activities for children with special needs by Childcare

<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

Date	Topic and Learning Activity	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
Week 1	Introduction and course overview			
2	<p>Understanding Creativity Process vs. Product *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>Creative thinking and expression</p> <p>*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.</p> <p>Read: What To Do With A Box</p>	(CO 4)		

4	<p>Developmental levels of play and creativity for all children including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>*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</p>	(CO 4, 7 and 11)	<p>Students will develop experiences for creative play</p> <p>· *Pay careful attention to E.L.D.S. Cognition Standard in relation to creative play.</p>	S.O. 8
5.	<p>A variety of Art Media including, materials such as, sand, water, woodworking, clay, drawing implements, etc.</p> <p>*Students will explore various visual art media and how children use them</p> <p>Read: Lucy’s Picture</p>	C.O. 9		
6	<p>Teacher roles and strategies to develop all children’s artistic expression including children with disabilities, developmental delays,</p>	(CO 2, &7)		

	<p>language and/or cultural differences Introduce teacher roles and strategies to develop children's artistic expression.</p>			
7	<p>Practices and techniques to support and scaffold all children's creative development including children with disabilities, delays, language and/or cultural differences.</p> <p>*Students will explore various visual art media and how children use them</p>	(CO 2)		
8	<p>Facilitating and responding to all children's creative play.</p> <p>*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.</p>	(CO 2)	*Students will collect found and recyclable materials, related to home, family, or culture, which will be brought to class.	S.O. 1, 5

9	<p>The importance of aesthetics to all children and setting up an inviting, aesthetic environment.</p> <p>*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.</p>	(CO 1 and 5)		
10	<p>Art Center Environments</p> <p>*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</p>	(CO 5)		
11	<p>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</p>	(CO 6)	<p>*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</p>	S.O. 6

	<p>delays, language and/or cultural differences</p> <p>*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</p> <p>Read: Amazing Grace</p>			
12	<p>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</p> <p>*Students will review the outdoor play environment and use loose parts to support the creative development of all children including children with</p>	C.O.6	*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	S.O. 6

	<p>disabilities, developmental delays, language and/or cultural differences</p> <p>Show Videos: Outdoor play and learning: loose parts https://www.youtube.com/watch?v=tRlnvg7tb2k</p> <p>Playing with Loose Parts https://www.youtube.com/watch?v=tRlnvg7tb2k</p>			
13	<p>Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</p> <p>*Discuss the variations in experience planning among differing curriculum approaches such as Montessori, Reggio, Project, thematic, emergent etc. Review <i>“Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</i></p>	(CO 8)		

14	<p>Practicing, Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</p> <p>*Use the variations in experience planning among differing curriculum approaches such as Montessori, Reggio, Project, thematic, emergent etc. Review <i>“Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</i></p>	C.O. 8	<p>*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.</p> <p>Refer to <i>“Supporting All Children Using the CT ELDS: A Guide to Domain and Strands”</i></p>	S.O. 8
15	<p>Art elements and vocabulary for discussing art with all children.</p> <p>*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</p>	C.O. 10		

	processes and elements to develop children's art appreciation.			
16	Final Presentations			

***Key Experience**

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