

Southeast Missouri State University
Course Syllabus

Department of	Human Environmental Studies	Course Number	<u>CF 233</u>
Title of Course	<u>Creative Thought and Expression in Children</u>	New	Spring 2012

I. Catalogue Description and Credit Hours of Course

Development of creative expression in children: Theoretical foundations of aesthetics; exploration of integrated arts—music, movement, drama, nature, visual arts. (3)

II. Interdisciplinary Nature of the Course

Not applicable

III. Prerequisites

None

IV. Objectives of the Course

- A. Describe the role of the arts in child development (Objectives 1, 3).
- B. Describe the characteristics of creativity and the role of the brain in children's creative processes (Objectives 1, 2, 3, 8).
- C. Describe the conditions that stimulate creative expression and identify ways to foster creative expression in children (Objectives 1, 2, 3, 8).
- D. Explain the role of the adult in fostering creative expression in children (Objectives 1, 2, 3).
- E. Develop or collect resources that promote synthesis of novel products in art media, techniques, and processes (Objectives 1, 2, 3, 5, 8).
- F. Identify ways to promote a child's holistic development through the child's problem solving and creative expression (Objectives 1, 2, 3, 8).
- G. Identify the developmental stages in music, movement, drama, and visual arts activities with children (Objectives 1, 5).
- H. Identify and describe cultural influences on integrated arts and creative expression in children (Objectives 1, 2, 3, 5).
- I. Plan and implement culturally relevant integrated music, movement, drama, and visual arts activities for children (Objectives 1, 2, 3, 5).
- J. Incorporate nature as an element of an integrated arts experience with children (Objectives 1, 3, 5).

V. Student Learning Outcomes

- A. The student will describe the role of the arts in child development (Objectives 1, 3).
- B. The student will identify ways to foster creative expression in children (Objectives 1, 2, 3, 8).
- C. The student will identify cultural influences on integrated arts and creative expression in children (Objectives 1, 2, 3, 5).

VI. Expectations of Students

- A. Active participation in class discussions and activities
- B. Satisfactory completion of all course assignments
- C. Satisfactory completion of observations

D. Satisfactory completion of final project

VII. Course Outline	45 Hours
A. The role of the arts in child development (Objectives 1, 3) <ol style="list-style-type: none">1. Artistic expression and representation of reality2. Artistic expression and self-awareness3. Talking with children about the language of art	4
B. Creativity and the role of the brain in the child's creative processes (Objectives 1, 2, 3, 8) <ol style="list-style-type: none">1. Theory of Multiple Intelligence and suppositions<ol style="list-style-type: none">1. Divergent thinking2. Creativity3. Giftedness2. Right brain functions and imaginative perception3. Creative thought and complex reasoning processes4. Intrinsic motivation to create and self-esteem	6
C. Conditions that stimulate creative expression (Objectives 1, 2, 3, 8) <ol style="list-style-type: none">1. Creating an open and non-judgmental setting2. Developmental and environmental hindrances to creativity3. Planned learning environments—multimedia and social attributes4. Natural and synthetic mediums and tools5. Color, light, sound, and texture6. Accessibility of tangible resources	5
D. Strategies to foster creative expression in children (Objectives 1, 2, 3) <ol style="list-style-type: none">1. Problem solving2. Motivation, autonomy, and collaboration3. Reasonable time boundaries in creative processes	3
E. The role of the adult in fostering creative expression in children (Objectives 1, 2, 3, 5, 8) <ol style="list-style-type: none">1. Facilitation versus direction2. Modeling and representation3. Promoting divergent thinking through inquiry4. Identifying creative potential—skill, control, and intellectual risk-taking	4
F. Novel creations/products using art media, techniques, and processes (Objectives 1, 2, 3, 8) <ol style="list-style-type: none">1. Inspiration and originality2. Exploring media and materials—music, movement, drama, visual arts3. Blending media	6
G. Decision-making within creative thought	4

- (Objectives 1, 5)
 - 1. Imitation
 - 2. Trial and error
 - 3. If-then logic
 - 4. Collaboration with peers
 - 5. Reflection and action plans

- H. Developmental stages of music, movement, drama, and visual arts 4
 (Objectives 1, 2, 3, 5)
 - 1. Physical development and patterned responses
 - 2. Novice experimentation
 - 3. Beginner skill development
 - 4. Advanced proficiency
 - 5. The protégé phenomenon

- I. Cultural influences on children’s creative expression in the arts 5
 (Objectives 1, 2, 3, 5)
 - 1. Family values and lifestyle
 - 2. Community arts and access
 - 3. Arts institutions—museums, concert halls, and theaters
 - 4. The Child’s Right to Creative Thought and Expression: A Position Paper of the Association for Childhood Education International.

- J. Nature and the natural environment in the arts 4
 (Objectives 1, 3, 5)
 - 1. Creating a sense of wonder
 - 2. Spatial qualities in the integrated arts—kinesthetic awareness and staging
 - 3. Utilizing natural elements as tools

VIII. Required Textbook

Isbell, R. and Raines, S.C. (2013). *Creativity and the arts with young children*, 3rd edition. Clifton Park, NY: Wadsworth.

IX. Basis for Student Evaluations

One Midterm and One Final Exam	25%
Observations: Nonparticipant and participant guided observations	25%
Completion of at least two integrated art experiences with children	25%
Final multi-media portfolio project	25%

Grading Scale

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

The weights of evaluation criteria may vary at the discretion of the course instructor.

X. Justification for Inclusion in the University Studies Program

Objective 1: Demonstrate the ability to locate and gather information.

Emphasis: Significant

Content: Students will be required to locate, gather and apply a variety of information to meet course objectives. The students will utilize textbooks, articles, and local experts to identify, examine, and interpret the need for creative expression in young children.

Teaching Strategies: Students will work individually and cooperatively to research and evaluate information. Each topic will include interactive lecture, discussion, and experiential learning opportunities.

Student Assignments: Students will complete assignments that require locating and gathering information on ways to promote, plan, and incorporate various types of creativity into children's daily lives.

Student Evaluation: Students will be evaluated on the ability to locate and assemble information related to children's creative thought, expression, and development. Appropriate citation of sources will be practiced within written and/or oral communication of concepts required for each assignment. Students will be given a rubric that outlines the assignments and methods by which these assignments will be graded.

Objective 2: Demonstrate capabilities for critical thinking, reasoning, and analyzing.

Emphasis: Significant

Content: Students will be evaluated on the basis of their ability to analyze, synthesize, and evaluate a variety of creative processes relevant to children's developmentally appropriate education. Students will be given opportunities to analyze children's curriculum in the arts, practice critical thinking skills through assignments that focus on creative thought, and evaluate research findings on the scope of creative expression in children.

Teaching Strategies: Students will analyze a variety of expressive materials presented to them through class simulations and video presentations. Through individual or group assignments, students will analyze typical classroom activities for young children in terms of creative thought concepts.

Student Assignments: Assignments will be designed to further the students' analytic ability to present stages of children's creative thinking concepts. Students will complete a written assignment integrating and applying the course material to the topic of children's environments and the influence it has on their expression.

Student Evaluation: Student papers and other written lesson activities will be evaluated on the ability to critically think, reason, and analyze information. Students will be given a rubric that outlines the assignments and the methods by which these assignments will be graded.

Objective 3: Demonstrate effective communication skills.

Emphasis: Significant

Content: Students will be introduced to the terminologies related to the arts (music, movement, drama, nature, and visual arts), creativity, and movement. The development of oral, written and interpersonal communication skills will be emphasized in class activities, assignments, and projects. Students will compare communication styles of children based on gender and age. Oral and written communication skills will be demonstrated through assignments and class discussion.

Teaching Strategies: Written assignments and peer review will be used to improve students' oral and written communication skills. Students will experience a variety of teaching strategies (i.e., interactive lectures, small group activities, online discussions) that reinforce focused communication on key concepts. Group experiences will foster students' reflection of creative thought concepts.

Student Assignments: Students' assignments will be designed to achieve proficiency in oral and written communication skills and to demonstrate knowledge of effective communication skills and strategies.

Student Evaluation: Student presentations and peer review will be evaluated on effective communication of constructive critique. Students will be given a rubric that outlines the assignments and the method by which these assignments will be graded.

Objective 4: Demonstrate an understanding of human experiences and the ability to relate them to the present.

Emphasis: Not Emphasized

Content: N/A

Teaching Strategies: N/A

Student Assignments: N/A

Student Evaluation: N/A

Objective 5: Demonstrate an understanding of various cultures and their interrelationships.

Emphasis: Some

Content: The content provides the student the opportunity to identify, compare, and differentiate the ways in which children respond to artistic representation and display, occasion for creative thought, and the structure of cultural valuation of artistic products. Cultural and family influences shape children's self-awareness and creative expression. In addition, an understanding of children's developmental stages in the arts (music, movement, drama, visual arts), directs the adult's role in facilitating creative processes, decision-making, and children's creative expression.

Teaching Strategies: Interactive lecture and guided observations will be used to expand the students' understanding of various cultures and their interrelationships. Students will be encouraged to research culturally-bound perceptions of children's art. Teaching strategies

include assigned readings, interactive lecture, and case study. This approach will provide students with a framework for outlining and discussing the impact of cultural, family, and adult influences on children's self-awareness and creative expression.

Student Assignments: Students will complete guided observations in a field setting, which may include museums, children's classrooms, music and dance venues, or outdoor nature site. Guided observations include: Setting description, answers to questions, and written reflection that includes their impressions and interpretations of the objective data gathered. Students will be asked to complete a written assignment examining their perception of children's developmental stages and creative thought processes in the arts and answering the question, "What is the role of the adult in fostering children's self-awareness through creative expression?" Through examinations, students will be tested on their knowledge of cultural, family, and adult expectations for children's creativity.

Student Evaluation: Students' written assignments will be evaluated on relevant and referenced content, organization, style, and mechanics. Students will be given a rubric that outlines the purpose, detail, and weight of the assignment.

Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experiences.

Emphasis: Not emphasized

Content: N/A

Teaching Strategies: N/A

Student Assignments: N/A

Student Evaluation: N/A

Objective 7: Demonstrate the ability to make informed, intelligent value decisions.

Emphasis: Not emphasized

Content: N/A

Teaching Strategies: N/A

Student Assignments: N/A

Student Evaluation: N/A

Objective 8: Demonstrate the ability to make informed, sensitive aesthetic responses.

Emphasis: Significant

Content: Class content supports advocacy for children's right to creative development in childhood group settings. The context of natural, socio-economic, and political environments of society frame the availability of opportunities for children to engage in creative endeavors. Students will be challenged to view and interpret humanity through creative venues.

Teaching Strategies: Analysis of the Association of Childhood Education International (ACEI) position statement on The Child's Right to Creative Development will be reviewed and discussed.

Class discussion will highlight the direct impact of societal forces on valuing children's autonomy and creative expression.

Student Assignments: Students will be paired to create an advocacy plan to improve adult awareness of children's capabilities for children's creative thought and expression.

Student Evaluation: Students will be evaluated on their ability to present a multi-media advocacy campaign that identifies the elements of aesthetics and human conditions in relation to children's rights to creative expression. Students will be given a rubric that outlines the purpose, detail, and weight of the assignment.

Objective 9: Demonstrate the ability to function responsibly in one's natural, social, and political environment.

Emphasis: Not emphasized

Content: N/A

Teaching Strategies: N/A

Student Assignments: N/A

Student Evaluation: N/A

Identification of Background or Expertise for Teaching the Course.

The instructor should have an advanced degree in child development, human environmental studies, or sociology. A strong commitment to University Studies Objectives, children's creative thought and expression, and written and oral communication skills is required.

XI. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

XII. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>