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<tr><td colspan="3">Course Control Number: CCC000415023</td></tr>
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Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.		
Distance Ed.	5/23/19	6/11/19

Palo Verde College

One College Drive, Blythe CA 92225
(760) 921-5500

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dr. Bruce Wallace
CB01 - Subject and Course #:   CHD 130
CB02 - Course Title: Art for Early Childhood

New Course: ☐	Non-Substantial: ☒	Substantial: ☐

Articulation Request:	☐ UC	☒ CSU	☐ CSU-GE	☐ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0
Prerequisites:
Co-requisites:
Advisories:

CB03 - TOP Code:	1305.00 - Child Development/Early Care and Education
CB04 - Credit Status:	D - Credit - Degree Applicable
CB05 - Transfer Status:	B - Transferable to CSU only
CB08 - Basic Skills Status:	N - Course is not a basic skills course
CB09 - SAM Priority Code:	C - Clearly Occupational
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification:	Y - Credit Course
CB13 - Approved Special:	N - Course is not a special class
CB21 - Prior Transfer Level:	Y - Not Applicable
CB22 - Noncredit Category:	Y - Credit Course
CB23 - Funding Agency:	Y - Not Applicable
CB24- Program Status:	1 - Program Applicable
Transfer Request:	B= CSU only

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B
☐ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course may be used as an elective for the A.S. Degree in Child Development
This course is one of the State of California Commission On Teacher Credentialing licensing requirements.
This course is transferable to CSU.

CATALOG DESCRIPTION:

This course is an introductory study of the function of creativity and the affective domain in early childhood educational programs. Emphasis is placed on the development of art curriculum activities, basic teaching skills, guidance techniques, equipment and materials. Students select appropriate activities for a variety of age and maturity levels based on child development theories and concepts.

COURSE OBJECTIVES:

1. Describe the criteria for making creative childhood art a positive experience for children, identify the elements of a complete art program, and explain the developmental view of young children as artists.
2. Define creativity as a process, skill, set of personality traits and set of environmental conditions and explain the relationship between creativity and intelligence.
3. Plan, implement and evaluate a given art project that uses art to extend or reinforce another curricular area, to integrate several curricular areas and/or as an integrated part of an extended unit of study.
4. Set up a well-organized art center for children that projects the essence of an artist¿s studio and is stocked with developmentally appropriate materials for two- and three-dimensional art activities.

STUDENT LEARNING OUTCOMES:

1. Evaluate children's artistic development.

2. Create art curriculum for young children based on child development theories, aesthetics, sensory stimulation and the basic elements of art.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. An overview of early childhood art
   a. Making creative childhood art a positive experience
     i. Allowing children to be personally expressive
     ii. Subtly balancing artistic process and product
     iii. Being open-ended ¿ allowing for creativity
     iv. Allowing for discovery and experimentation
     v. Allowing for active engagement
     vi. Motivating and being success-oriented
     vii. Being developmentally appropriate
     viii. Involving legitimate artistic media
   b. Activities masquerading as creative art
   c. The complete art program
     i. What to include in an early childhood art program
     ii. Sensing and experiencing
     iii. Making art
     iv. Learning about art, artists and styles
     v. Aesthetics

2. A developmental view of young children as artists
   a. Art and the developing child
     i. Physical, social, emotional and cognitive development
     ii. An overview of Piaget¿s stages of development
     iii. Creative development

b. Children as unique individuals
      i. Going beyond the normal, typical and average
      ii. Valuing individual differences
     iii. Providing for young children with individual differences
      iv. Providing for young children with multicultural backgrounds
       v. Helping children grow up free of bias

3. Creativity
    a. Understanding creativity
        i. Beginnings and art prodigies
       ii. Defining creativity
      iii. Creativity as a product
       iv. Creativity as a process
        v. Creativity as a skill
       vi. Creativity as a set of personality traits
      vii. Creativity as a set of environmental conditions
     viii. Obstacles to creativity
       ix. Creativity versus conformity and convergent thinking
        x. Creativity versus intelligence
       xi. Creativity and child development
    b. Creative thinking
        i. Creativity and the brain
       ii. Creativity as a mental operation
      iii. Divergent production
       iv. Activities for creative thinking

4. Curriculum for the developing child artist
    a. Art and the early childhood curriculum
        i. Curriculum as program
       ii. Curriculum as subject matter, content or academic area
      iii. Art and math
       iv. Art and science
        v. Art and language/communication arts and literacy
       vi. Art and social studies
      vii. Art and the expressive arts
    b. Children¿s artistic development - theories
        i. Physical
       ii. Emotional
      iii. Perceptual
       iv. Cognitive
        v. General development
       vi. Stages ¿ placement, shape, pictorial
      vii. Piaget on child art

5. Aesthetics and the building blocks of art
    a. Aesthetics
        i. Importance of esthetics in early childhood
       ii. Attitude, process and response
      iii. Teacher¿s role
       iv. Providing for a wide variety of arts
        v. The aesthetic classroom
       vi. Art visitors and trips
    b. Sensory stimulation
        i. Multisensory experiences
       ii. The visual
      iii. The auditory
       iv. The tactile
        v. The olfactory
       vi. The gustatory
      vii. The chromatic

       viii. The thermatic
        ix. The sterognostic
         x. The baric
        xi. The kinesthetic
   c. The elements of art
        i. Aesthetic criteria
        ii. Lines
       iii. Color
       iv. Shape or form
        v. Mass or volume
       vi. Design or composition
      vii. Pattern
     viii. Space
       ix. Balance
        x. Texture

6. Roles and strategies for facilitating children¿s art
   a. Adult¿s role in children¿s art
        i. Approaches to teaching art
       ii. Teacher as model
      iii. Teacher as participant
      iv. Teacher as creative individual
       v. Teacher as art specialist
   b. Planning, implementing and evaluating art
        i. Teacher as planner and curriculum developer
      ii. The goals of early childhood education
      iii. Goals as a reflection of values and beliefs
      iv. Art as a separate activity
       v. Art used to extend or reinforce another curricular area
      vi. Art as superactivity integrating several curricular areas
     vii. Art as an integrated part of an extended unit of study
   c. Responding to children¿s art
        i. Teacher as responder
      ii. Art dialogue
      iii. Art dictation
      iv. Children who criticize another¿s art
       v. Children who copy or imitate
      vi. Children who are not progressing artistically
     vii. Children who refuse to try
    viii. Children who avoid art
      ix. Children who do not know what to make
       x. Children who dislike their own art
      xi. Children who set unrealistic expectations
   d. Strategies for enhancing children¿s artistic expression
        i. Art idea book
      ii. Art circle time
      iii. Matting and framing children¿s art
      iv. Displaying children¿s art
   e. Evaluating children¿s artistic development
        i. Teacher as observer and evaluator
      ii. Children¿s art files and folders
      iii. Using a holistic model of child development

7. Guidelines and activities for the art center
   a. The art center
        i. Creating an artist¿s studio
      ii. Conveniently located and easily accessible
      iii. Well stocked with developmentally appropriate materials
      iv. Orderly and organized
       v. Rules and limits

    b. Two-dimensional art activities
      i. Mark making
      ii. Scibbling
     iii. Drawing or sketching
     iv. Chalk and pastels
      v. Mural
     vi. Me marks
    vii. Object trace-over
   viii. Architect¿s art
     ix. Graph paper cube design
      x. Sandpaper
     xi. Paper punch art
    xii. Glue design
   xiii. Crayon shavings
    xiv. Iron art
     xv. Crayon etching
    xvi. Crayon melt
   xvii. Painting
  xviii. Brushes and painting surfaces
    xix. Painting precautions
    xx. Hand painting
    xxi. Stencil, spatter and screen painting
   xxii. Watercolor and ink
  xxiii. Tearing, cutting, pasting, gluing and stapling
   xxiv. Collage
   xxv. Paper art
  xxvi. Dip and dye, tie-dye and batik
    c. Three-dimensional art activities
      i. Clay and clay techniques
     ii. Construction, assemblage and sculpture
    iii. Puppets and masks
    iv. Mobiles and stabiles
     v. Sewing and weaving
    vi. Paper-mache
   vii. Woodworking
  viii. Styrofoam

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

1. The assigned and optional textbooks
2. Professional journals
   a. Young Children
   b. Child Development
3. Internet sites
   a. www.ffcd.org
   b. www.naccp.org

4. Examples of writing assignments:

1. Short essays related to specific topics in the area of child art education
2. Written lesson plans for developmentally appropriate art lessons
3. Observations of teachers teaching art activities with evaluation based on identified roles and strategies for facilitating creative development.

4. Observations of children engaged in creative art activities.

5. Appropriate assignments to be completed outside of class:

1. Reading and writing assignments as specified in the course syllabus
2. Assemble a curriculum resource file
3. Short essays related to specific topics in the area of child art education
4. Maintenance of an observation notebook
5. Library and/or internet research
6. Field trips to educational programs

6. Appropriate assignments that demonstrate critical thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

1. Create an art curriculum and program for young children based on child development theories, aesthetics, sensory stimulation and the basic elements of art
2. Evaluate a given child's artistic development
3. Written observations of children engaged in art activities that exemplify the stages of artistic development

7. Other assignments (if applicable):

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center to observe and document one of the course objectives as assigned by the instructor.

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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

1. Performance on objective and analytical essay exams
2. Performance on art curriculum and program development for young children
3. Performance on field projects
4. Performance on writing assignments
5. Class attendance and participation

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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☒ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

2. Describe the methods of evaluating student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)
is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students.   Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-
to-face instruction in a traditional classroom. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

ITV: Instruction is conducted synchronously on closed-circuit television. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

2. Describe the methods of evaluating of student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
    a. Objective and essay examinations
    b. Critiques of specific reading assignments
    c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students are required to use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.

Schirramacher, Robert, Englebright, Ed.; 2015; Art and Creative Development for Young Children; 8th Ed., 2017, Cengage Learning

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

DIVISION CHAIR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____