

CHLDV154 : Early Childhood Education And The Art Experience

General Information

Author:	<ul style="list-style-type: none">Michelle StonisBiancheri, Mary JaneOwens, Deborah
Course Code (CB01) :	CHLDV154
Course Title (CB02) :	Early Childhood Education And The Art Experience
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000248149
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	CHLDV 154 provides students with the basic knowledge of the content and style of children's art and its link to thinking. Emphasis is placed on the developmental areas of children's growth and the ways teachers can provide appropriate and stimulating experiences. Students have the opportunity to merge theory and practice and gain skills to facilitate creative expression. Experiential learning will be implemented and students will have the opportunity to explore with art materials and then analyze those experiences through a developmental lens. Inclusion, diversity, and the Reggio Emilia approach are featured.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)
---------------------------	------------------------------------

Course is not a basic skills course.

Course is not a special class.

Grading Basis

- Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory****ENGL101 - Introduction to College Reading and Composition****Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR**Advisory****ESL151 - Reading And Composition V****Objectives**

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Multimedia

Methods of Instruction Demonstrations

Methods of Instruction Guest Speakers

Out of Class Assignments

- Observations (e.g., observe children in open-ended art experiences)
- Letter to families from the point of view of a teacher
- Final project (e.g., portfolio of art experiences over the course of the term)

Methods of Evaluation

Exam/Quiz/Test

In-Class Activity (answering journal prompt, group activity)

Presentation (group or individual)

Rationale

Final examinations

Weekly in-class writing assignments (e.g., reflect on their feelings about recent hands-on experience)

Student demonstrations of appropriate art experiences

Textbook Rationale

The Vecchi text is highly regarded in the field and should be read by students working with art and young children. Author Veve Vecchi is highly esteemed in this area of early childhood development.

Textbooks

Author	Title	Publisher	Date	ISBN
--------	-------	-----------	------	------

Veve Vecchi

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify the elements and principles of art.

Describe how art fosters development in children.

Define child-centered vs. teacher-centered activities.

Apply concepts of the Reggio Emilia model to individual teaching styles.

Create an environment which stimulates and nurtures creativity.

SLOs

Apply the developmental theories to art experiences being offered to young children.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children’s development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;
Formulate how to advocate for the importance of rich, open-ended art experiences as an integral part of the overall development of young children.	
Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;
<i>CHLDV</i> Teacher (Preschool)	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> School-Age Care	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Site Supervisor	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Master Teacher	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

Course Content

Lecture Content

Creativity (6 hours)

- Understanding creativity
- Defining the creative process
- Torrance: Theory on creative characteristics
- Conditions that nurture creativity
- Originality rather than conformity

Young Children as Artists: Developmental Theories (6 hours)

- Developmental overview of the whole child: Piaget, Vygotsky, Erikson

- Brain research and data implications
- How art fosters child development
- Honoring children's art

Aesthetic Experience (8 hours)

- Theoretical perspective
- Artistic development: Gardner; Lowenfield; Kellog
- Elements and principles of art
- Sensory experiences

Early Childhood Education Art Program (6 hours)

- Developmentally appropriate practice
- Critical issues in teaching art

Providing Art Experiences (8 hours)

- Process-oriented experiences
- Teacher's role and responsibilities
- Designing a lesson plan
- Care and use of materials
- Safety standards

Bridging Art and Community (8 hours)

- Teacher partnership within the community
- Experiences to support cultural ethnic diversity
- Experiences to support inclusion
- Materials through recycling

Standards and Measurements (6 hours)

- National standards for art education
- NAEYC (National Association for the Education of Young Children) art experiences
- Environmental rating scale art experiences
- DRDP (Desired Results Developmental Profile) art experiences

The Philosophies of Teaching Art to Children (6 hours)

- The influence of the Reggio Emilia approach
- The Montessori approach
- Integrated curriculum
- Project-based learning

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value