ECED-1340: CREATIVE DEVELOPMENT IN AN INTEGRATED CURRICULUM

Cuyahoga Community College

Viewing: ECED-1340 : Creative Development in an Integrated Curriculum

Board of Trustees:
December 2023

Academic Term:
Fall 2026

Subject Code
ECED - Early Childhood Education

Course Number:
1340

Title:
Creative Development in an Integrated Curriculum

Catalog Description:
Exploration of planning, organizing, implementing, and assessing a developmentally appropriate curriculum that fosters creative development impacting the whole child. Connections between creative experiences and an integrated curriculum are highlighted. Preparation, organization, and maintenance of the early childhood environment and materials are emphasized. Students in lecture/lab setting experience a variety of music, movement and art suitable for young children. Includes observations in early childhood education settings.

Credit Hour(s):
3

Lecture Hour(s):
2

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ENG-1010 College Composition I and ECED-1010 Introduction to Early Childhood Education: Children`s Development and Programs.

Outcomes

Course Outcome(s):
Plan and organize a developmentally appropriate curriculum that fosters the creative development of young children.

Essential Learning Outcome Mapping:
Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):
1. Describe the sequence of musical skill development in young children.
2. Describe the developmental stages of children's art.
3. Describe the sequence of motor skill development of young children in the context of creative development.
4. Identify appropriate art, music, and movement activities for each phase of development (birth-age 5).
5. Create developmentally appropriate art, music, and movement experiences for young children.
6. Explain the connection of art, music, and movement to young children's physical, emotional, social, cognitive, and creative development.
7. Identify adaptations to support individual variations and special needs.
8. Describe relationships between art, music, and movement to emergent literacy.

9. Align developmentally appropriate creative experiences to learning and development goals and state standards.
10. Describe the value of creative experiences to the development of the whole child.
11. Discuss the connection between creative experiences and early brain development.
12. Identify how creative experiences are connected to self-expression.

Course Outcome(s):

Select and organize appropriate creative materials and environments for art, music, and movement curriculum.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Describe factors and materials needed to create an environment conducive to music and movement.
2. Explain how to arrange a developmentally appropriate area in the classroom that promotes children's independence and open-ended art.
3. Shows understanding of environmental safety when planning for creative experiences.
4. Articulate verbal and nonverbal communication strategies that support a positive interpersonal environment.
5. Describe principles of anti-biased curriculum as they apply to teacher behaviors in the classroom.

Course Outcome(s):

Identify opportunities to increase family involvement and knowledge about creative development.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Values and integrates individual family's "funds of knowledge" including culture, ethnicity, and language, into the curriculum.
2. Identify community resources available to families that can further creative development.
3. Describe and communicate the value of creative development and process-focused creative experiences.

Course Outcome(s):

Implement developmentally appropriate teaching and assessment strategies in creative experiences.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Identify communication skills and strategies that support children's art experiences.
2. Demonstrate appropriate feedback to promote positive creative experiences.
3. Integrate creativity throughout the curriculum.
4. Describe and apply methods of assessing children's creative, musical, and physical development.
5. Demonstrate the use of documentation to communicate children's learning.
6. Assess creative learning through observation.
7. Practice appropriate teaching strategies with young children through creative experiences.

Methods of Evaluation:

1. Participation in lab experiences
2. Observations in early childhood environments (utilizing a rating scale).

3. Documentation of creative development experiences.
4. Presentations of age-appropriate experiences for young children.
5. Resource file.
6. Oral & written reports
7. Quizzes and exams.

Course Content Outline:

1. Creativity
   a. Self-Expression
   b. Exploration
   c. Process vs. product
   d. Philosophy of creative development
2. Role of the teacher as facilitator in creative development across ages 0-5 (infants, toddlers, preschoolers)
   a. Providing an interpersonal environment to encourage and support creativity
   b. Establishing a physical environment conducive to creative exploration
   c. Selection, care, and use of developmentally appropriate materials
   d. Plan and implement creativity throughout an integrated curriculum
   e. Incorporate standards in the creative arts
   f. Communication skills
      i. Open-ended questions
      ii. Process-focused feedback
   g. Groups
      i. Small
      ii. Large
      iii. Child guided
      iv. Teacher guided
3. Development
   a. Domains related to creative experiences
      i. Physical
         1. Fine motor
         2. large motor
      ii. Cognition
         1. Memory
         2. Auditory development
         3. Visual development
      iii. Language
         1. Phonological awareness
         2. Emergent literacy
      iv. Emotional
         1. Self-concept
         2. Self-esteem
         3. Expressions of feelings
      v. Social
         1. Relationships
         2. Cooperation
   b. Brain
      i. Infants
      ii. Toddlers
      iii. Preschoolers
   c. Theories
      i. Piaget, Jean
      ii. Vygotsky, Lev
      iii. Gardner, Howard
      iv. Kellogg, Rhoda
      v. Gordon, Edwin
      vi. Lowenfeld, Viktor
4. Assessment

   a. Assessing the needs, interests and, abilities of children
   b. Documentation
      i. Dictation experiences
      ii. Displays/evidence
5. Teaching Strategies for Infants, Toddlers, Preschoolers
   a. Open-ended art experiences through a variety of media
      i. Drawing (chalk, markers, crayons, pencils) on a variety of surfaces
      ii. Painting and printmaking
      iii. Modeling materials (clay, play dough, silly putty, plasticine/oil-based clay)
      iv. 3D art
      v. Collage materials, found materials
   b. Music as active learning
      i. Listening
      ii. Singing
      iii. Playing
      iv. Creating
      v. Rhythm
      vi. Instruments
      vii. Recorded music
   c. Movement activities
      i. Non-locomotor
      ii. Locomotor
      iii. Congination
      iv. Creative
   d. Transitions
6. Families
   a. Awareness of diversity, equity, inclusion and each family's funds of knowledge
   b. Using parent friendly language to communicate learning
   c. Community resources

Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: https://portal2.tri-c.edu/ReligiousAccommodation/ Religious Accommodation Form. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at legal@tri-c.edu.

Other Required Instructional Policies:

https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf

Weekly Schedule

	Topics
Week 1	Introduction to Creative Development
Week 2	Value of Creativity in Brain and Whole Child Development
Week 3	Developmental Stages of Children's Art
Week 4	Environments and Creative Materials for Art, Music, and Movement Curriculum
Week 5	Planning, Organizing, and Implementing, a Developmentally Appropriate and Anti-Bias Creativity Curriculum
Week 6	Process vs. Product and Open-ended Art
Week 7	Drawing
Week 8	Painting and Print Making
Week 9	Collage

Week 10	3-D Art and Modeling
Week 11	Musical Skill Development and Exploration of Music and Movement
Week 12	Listening, Singing and Instruments
Week 13	Adaptations to support individual variations and special needs
Week 14	Assessment and Documentation of Creative Learning Through Observation
Week 15	Creative Experiences in an Integrated Curriculum
Week 16	Opportunities for Increasing Family Involvement Including Culture, Ethnicity, and Language into Creative Development

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Required/Recommended Readings

Gadzikowski, A. *Expressing creativity in preschool*.

Resources for the Instructor

Bance, Linda. *Music for Early Learning-Songs and Musical Activities to Support Children's Development*. Routledge, 2012.

Bergen, Doris, et al. *Enhancing Brain Development in Infants and Young Children: Strategies for Caregivers and Educators*. Teachers College Press, 2020.

Fox, Jill Englebright, and Robert Schirrmacher. *Art and Creative Development for Young Children*. 8th ed. Cengage, 2015.

Harms, Thelma, et al. *Early Childhood Environment Rating Scale (ECERS-3)*. 3rd ed. Teachers College Press, 2015.

Harms, Thelma, Debby Cryer, et al. *Infant/Toddler Environment Rating Scale-ITERS-3.*. 3rd ed. Teachers College Press, 2017.

Melbourne, S.A., & Campbell, P.H. *Creating Adaptations for Routines and Activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University, 2007.

National Association for the Education of Young Children, National Association for the Education of Young Children. *developmentally Appropriate Practice in Early Childhood Programs-Serving Children from Birth Through Age 8.*. 4th ed. NAEYC, 2022.

Taylor, S. . (2024) *Creativity in the early years: Engaging children aged 0 5*, Thousand Oaks: Sage.

Additional Resources for the Instructor

1. "NAEYC-Families Blog ." *Https://Www.Naeyc.Org/Resources/Topics/Families-Blog*, www.naeyc.org/. Accessed 15 May 2023.
2. **Taylor, S.** (2024). *Creativity in the early years: Engaging children aged 0–5*. SAGE Publications.

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