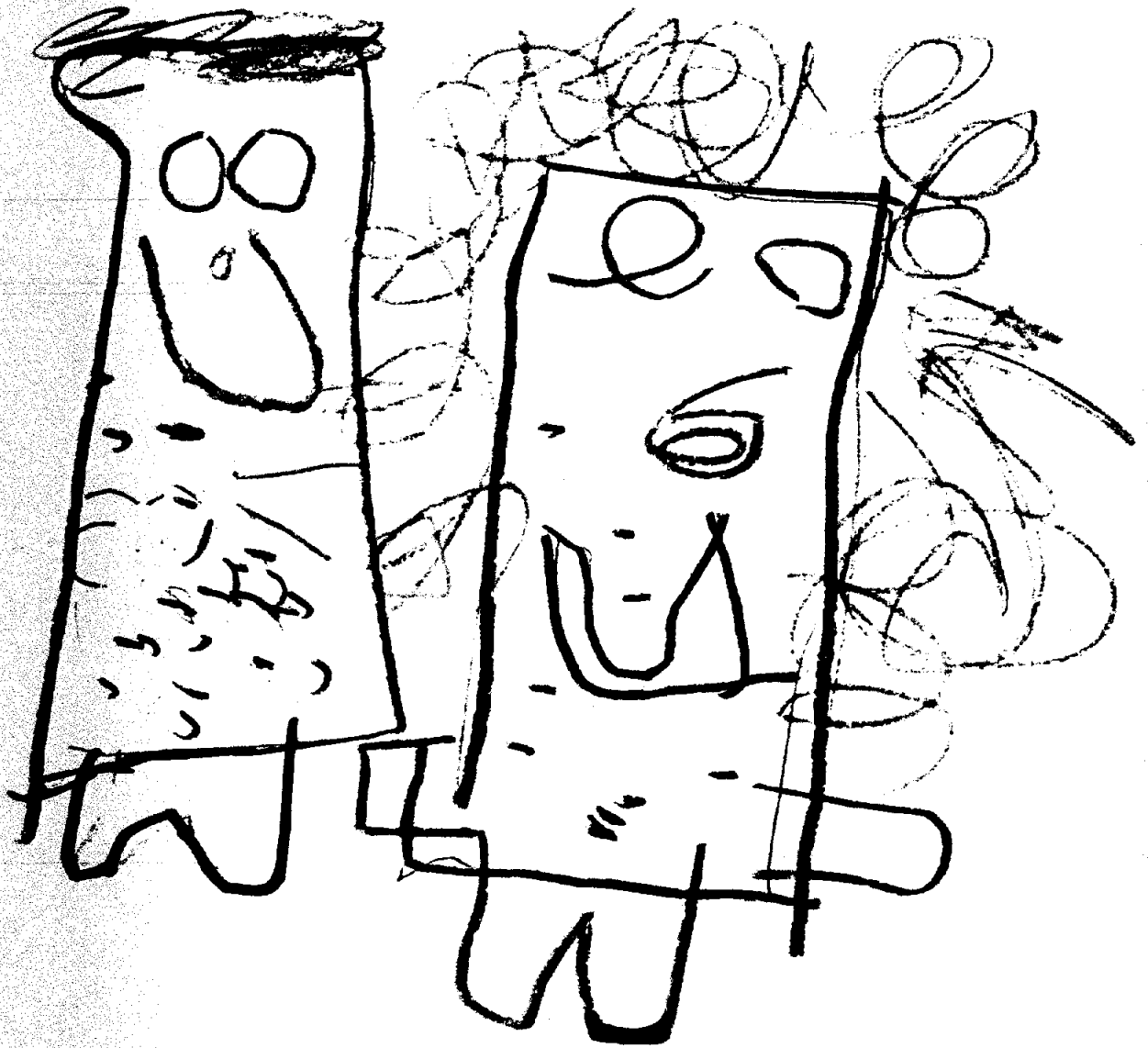


Sheila

CREATIVE EXPERIENCES

Fall 2006 ECE K103

Friday 9:00 – 11:45



Jeanie Domnarski

860-767-1000

Email: jeanie_d@hotmail.com

Office hours by appointment after class

Course Description: This course is designed to study the concept of Creativity and the creative process as it applies to art and play for young children. At the completion of this course, the student will be able to set-up a creative play environment, facilitate children's creative play and develop an art philosophy and creative art program for children.

Course Outcomes: See attached grid

Course Requirements and Grading System:

1. Class Attendance, Participation.....100
Cooperation and Professional Conduct (see classroom policies). Points will be deducted for unexcused absences.
2. Portfolio.....200
(Additional Information via handout)
3. Web Assignment (Included in Portfolio).....50
Develop a theme beginning with a web describing activities integrating across the curriculum.
4. 3 Tests (2 Tests, 1 Final Take-home Exam)350
5. 2 In-class Presentations (50 pts. Each).....100
Student will demonstrate an activity appropriate for early childhood classroom: 1 art activity, 1 play activity.
6. 4-6 Page Paper.....150
Reflecting research on theories of play or research on an artist. Additional information given in class.
7. Reaction/Reflection Paper (2-3 pgs).....50

Total: 1000

Grade = Total Points divided by 10

*****Note: No late assignments will be accepted*****

Classroom Policy:

- We must allow all participants the right to learn without judgment or disruption.
- You will be expected to demonstrate professional conduct and attitudes during class time.
- You will be responsible for class notes and assignments if absent.

Grades	Equivalent	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7

College Withdrawal Policy: Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 4th week of classes. From the 4th week through the end of the 5th week, a student may withdraw with the signature of the instructor or advisor. See the Three Rivers Web page for exact deadlines.

Disabilities Statement: If you have a hidden or visible disability which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, you may choose to notify and consult with services to students with disabilities or the Disabled Student Counselor. You may check the Three River's Handbook or web page for specific information related to these services.

Cellular Phones and Beepers: Students are notified that cellular phones and beeper are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode.

Required Text:

Mayesky, Mary (2006). Creative Activities for Young Children Eight Edition. Albany, N.Y. Delmar Learning.

Other Books of Interest:

Edwards, C., Grandin, L., Forman, G.T. (1998). The Hundred Languages of Children, The Reggio Emilia Approach. Westport, Ct: Ablex Publishing.

Curtis, D. and Carter M. (2003). Designs for Living and Learning, Transforming Early Childhood Environments. St. Paul, MN, Red Leaf Press.

Kaster, J. (2001) Growing Artists, Albany, NY. Delmar Learning.

Helm, J. and Katz, L. (2001). Young Investigators, The Project Approach in the Early Years. NY. Teachers College Press.

Fraser, S & Gestwicki, C. (2000) Authentic Childhood, Exploring Reggio Emilia in the Classroom. Albany, NY: Delmar.

**Creative Experiences ECE 103
Fall 2006 Jeanie Domnarski, M.S,**

Course Week	Date	Topic	Ch. Covered	Assignment Due	Notes
ONE	1-Sep	Syllabus Overview video/play discussion		Come with new book ready to go	
TWO	8-Sep	Creativity & Aesthetics	Ch. 1-4	Read Ch. 1,2,3,4 Bring in something beautiful	How would you display your object and how would you include it in an activity
THREE	15-Sep	Planning & Implementing Creative Activities Creative Environments	DAP Video Ch. 5 & 6	Read Ch. 5 & 6	Think about your own creative environment-what would it be like?
FOUR	22-Sep	Importance of Play in Child Development	Ch. 7 & 8	Read 7 & 8 work on lesson plan presentation for play	Review for test on 9/29
FIVE	29-Sep	Test on Play	Ch. 1-8	Play Presentation Due	Lesson Plans and Presentations
SIX	6-Oct	Art and the Young Child	Ch. 9 & 10	Read 9 & 10	Start collecting art samples from children
SEVEN	13-Oct	Developmental Levels in Art & Art Programs	Ch. 11 & 12	Read 11 & 12, Bring in art samples	Keep working on portfolio.
EIGHT	Saturday Oct 21	Boston Museum of Fine Arts	Plans to be discussed in class		

*****Syllabus Subject to Change*****

Creative Experiences ECE 103

Course Week	Date	Topic	Ch. Covered	Assignment Due	Notes
NINE	27-Oct	Test 9-12 2D Art Activities	Ch. 13	Read Ch. 13	
TEN	3-Nov	3D Art Activities	Ch. 14	Read Ch. 14, Bring in 3D glorious junk	3D play in class
ELEVEN	10-Nov	Reggio Emilia Approach		NO READING necessary - work on your portfolios and paper	
TWELVE	17-Nov	Dramatic Play and Puppetry, Music Movement	Ch. 15, 16, 17	Read 15, 16, 17 Art presentation Reflection paper due	
NO CLASS	24-Nov		HAPPY	THANKSGIVING	HOLIDAY
THIRTEEN	1-Dec	Creative Language Experiences	Ch. 18	Read Ch. 18 Research Paper Due	
FOURTEEN	8-Dec	Science & Math Loose Ends Review	Ch. 19 & 20	Read Ch. 19, 20 Portfolio Due	Receive Final Exam
FIFTEEN	15-Dec	HAND IN	FINAL	EXAM	GOOD-BYES!!

Creative Experiences ECE 103
Fall 2006 Jeanie Domnarski, M.S

STANDARDS	TOPICS	ASSESSMENT
<p>1. Promoting Child Development and learning *Knowing and understanding young children's characteristics and needs</p>	<p>Creative thinking, play and creative experience, art and the developing child, children's artistic development, social, emotional, physical, and cognitive growth cultural diversity</p>	<p>Portfolios, research paper, video/discussions, group presentations</p>
<p>Know and understand multiple influences on development and learning</p>	<p>Differential instruction</p>	<p>Class discussions and group presentations</p>
<p>Use Developmental knowledge to create healthy respectful, supportive, and challenging learning environments</p>	<p>Play and creative experience, setting up play, play environments, facilitating play, sensory experiences, aesthetic appreciation, integrating art across the curriculum, project approach</p>	<p>In class groups, list developmental skills and objectives for play areas (centers) in the classroom. Portfolio project art/play class presentations</p>
<p>2. Building Family and community relationships *Knowing about and understanding family and community characteristics *Supporting and empowering families and communities through respectful, reciprocal relationships *Involving families & communities in their children's development and learning</p>	<p>Parent Programs - Reggio Emilia Approach, Communication between school/home, Parent involvement Material covered in-depth in other ECE courses</p>	<p>Videos, small group presentations, class discussions</p>
<p>3. Observing, documenting and assessing to support young childrent and families *Understanding the goals, benefits, and uses of assessment *Knowing about and using documentation and other appropriate assessment tools and approaches *Understanding and practicing responsible assessment * Knowing about assessment partnership with families and other professionals</p>	<p>Reggio Emilia, Display Panels, Intro to Ct. preschool assessment framework *Evaluating art portfolios and art/play activities *Ct. assessment framework *Material covered in-depth in other ECE courses</p>	<p>Cooperative group discussions, portfolios, museum trip, assessing developmental levels of act/play from observing art samples and watching play videos</p>
<p>4. Teaching and learning 4a. Connecting with children and families Knowing, understanding, and using positive relationships and supportive interactions</p>	<p>Parent communications, Open House, Volunteers Material covered in-depth in other ECE courses</p>	<p>Class Discussions</p>
<p>4b. Knowing, understanding and using developmentally Effective approaches and tools for early education</p>	<p>Developmental stages in play and art</p>	<p>Portfolios, lesson plans</p>

STANDARDS	TOPICS	ASSESSMENT
*Fostering oral language and communication *Drawing from a continuum of teaching strategies *Making the most of environment & routines	Speaking and listening skills, emergent literacy Differentiated instruction, project approach Technology in the classroom	Small group presentations, portfolios, research paper, web assignment, and individual student presentations
Capitalizing on incidental teaching	Play and creative experience, setting up play, teachable moment	Observe play in video & generate list of potential 'moments'; How to extend experience
*Focusing on Children's characteristics, needs, and interests. *Linking children's language and culture to the EC program	Play and creative experience, setting up play environments, sensory experiences, special needs, cultural diversity, integrating art across the curriculum, parent involvement	Learning groups, listing needs, and possible accommodations collect materials from home/culture and display aesthetically portfolio include culturally diverse material
Teaching through social interactions	Play and creative experience, setting up play environments enriching play through supportive language	In class practice describing, facilitating, and extending play
Creating support for play	Play and creative experiences, setting up play, environments display panels, parent involvement and workshops	Cooperative group presentations
Addressing children's challenging behaviors	Material covered in other ECE courses	
Supporting learning through technology	Using technology to promote creativity Value of computers in EC, appropriate art media	Portfolios must contain technology resources and suggestions
Using integrative approaches to curriculum	Play and creative experience, setting up play environments, integrating art across the curriculum, project approach	Web assignment
4c. Understanding content knowledge in early education; knowing and understanding the importance, central concepts, inquiry tools, and structure of content areas of academic disciplines Language and literacy	Creative thinking The language of art - responding to children's art and sensory experiences	In class practice

STANDARDS	TOPICS	ASSESSMENT
<p>The Arts: Music, relative movement, dance, drama, and art</p>	<p>Art and the developing child elements of art, exploring aesthetics, integrating art across curriculum, intro of art media and tools, guest artists - visual art, dance</p>	<p>Museum trip Research paper Reflection paper Portfolio Web Lesson plans Explore media in class Art</p>
<p>Mathematics</p>	<p>Setting up play environments, creative thinking</p>	<p>web assignment, portfolio, and class presentations</p>
<p>Physical action and physical education</p>	<p>Not covered in ECE 103</p>	
<p>Science</p>	<p>Setting up play environments, play and creative experience</p>	<p>Web assignment, portfolio, and class presentations</p>
<p>Social studies Geography History Economics Social/Relations/Civics</p>	<p>Not covered in ECE 103</p>	
<p>4d. Building meaningful curriculum Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes Security and self regulation Problem solving and thinking skills Academic and social competence</p>	<p>Understanding creativity, creative thinking, setting up play environments, sensory experiences, cultural diversity, integrating art across the curriculum</p>	<p>Portfolios, webs, lesson plans, research paper, class presentations and group discussions</p>
<p>5. Becoming a Professional *Identifying and involving oneself with the early childhood field *Knowing about and upholding ethical standards and other professional guidelines *Engaging in continuous collaborative learning to inform practice *Integrating knowledgeable, reflective *Engaging in informed advocacy for children and the profession</p>	<p>Touched upon in class discussions but covered in-depth in other ECE courses</p>	