

Western Technical College

10307178 Early Childhood Education (ECE): Art, Music, and Language Arts

Course Outcome Summary

Course Information

Description	This 3-credit course will focus on beginning level curriculum development in the specific content areas of art, music, and language arts. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment; develop activity plans that promote child development and learning; analyze caregiving routines as curriculum; create developmentally appropriate language, literature, and literacy activities; create developmentally appropriate art activities; create developmentally appropriate music and movement activities.
Career Cluster	Human Services
Instructional Level	Associate Degree Courses
Total Credits	3

Textbooks

Early Education Curriculum: A Child's Connection to the World. 7th Edition. Copyright 2018. Jackman, Hilda. Publisher: Cengage Learning. **ISBN-13:** 978-0-305-96063-3. Required.

Learner Supplies

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials.. **Vendor:** To be discussed in class. Required.

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

YWCA Access Card. **Vendor:** To be discussed in class. Required.

Western Polo Shirt. **Vendor:** To be discussed in class. Required.

Core Abilities

1. **Demonstrate ability to value self and work ethically with others in a diverse population.**
2. **Make decisions that incorporate the importance of sustainability.**

3. **Transfer social and natural science theories into practical applications.**
4. **Use effective communication skills.**
5. **Use technology effectively.**

Course Competencies

1. Integrate strategies that support diversity and anti-bias perspectives.

Assessment Strategies

- 1.1. using written or oral activities as provided by the instructor
- 1.2. in a classroom setting or simulated environment
- 1.3. individually or in groups

Learning Objectives

- 1.a. Describe best practices in anti-bias/culturally sensitive curriculum as it relates to art, music, and language arts.
- 1.b. Identify aspects of the environment that reflect an anti-bias/culturally sensitive approach to art, music, and language arts.
- 1.c. Distinguish between anti-bias/culturally sensitive art, music, and language arts learning activities.
- 1.d. Become familiar with anti-bias/culturally sensitive art, music, and language arts resources.

2. Examine the critical role of play as it relates to art, music, and language arts.

Assessment Strategies

- 2.1. using written or oral activities as provided by the instructor
- 2.2. in a classroom setting or simulated environment
- 2.3. individually or in groups

Learning Objectives

- 2.a. Identify structured and unstructured play opportunities for art, music, and language arts for all ages.
- 2.b. Explore learning centers related to art, music, and language arts as appropriate for different ages.

3. Establish a developmentally appropriate environment for art, music, and language arts.

Assessment Strategies

- 3.1. using written or oral activities as provided by the instructor
- 3.2. in a classroom setting or simulated environment
- 3.3. individually or in groups

Learning Objectives

- 3.a. Identify key components to include in the environment when teaching art.
- 3.b. Identify key components to include in the environment when teaching music/movement.
- 3.c. Identify key components to include in the environment when teaching language arts.
- 3.d. Explore materials appropriate to the art, music, and language arts areas.
- 3.e. Define the physical arrangement of art, music, and language arts centers.
- 3.f. Describe the teacher's role in establishing, maintaining and adapting the learning environment.

4. Develop activity plans that promote child development and learning.

Assessment Strategies

- 4.1. using written or oral activities as provided by the instructor
- 4.2. in a classroom setting or simulated environment
- 4.3. individually or in groups

Learning Objectives

- 4.a. Select appropriate strategies to support all component parts of the activity plan development for art,

- music, and language arts.
- 4.b. Select appropriate materials to support all component parts of the activity plan development for art, music, and language arts.
- 4.c. Describe procedures for implementation of activity plans for art, music, and language arts.
- 4.d. Describe ways to incorporate follow-up assessment of activity plans for art, music, and language arts.
- 4.e. Modify activity plans for art, music, and language arts based on follow-up assessment results and reflection.

5. Analyze caregiving routines as curriculum.

Assessment Strategies

- 5.1. using written or oral activities as provided by the instructor
- 5.2. in a classroom setting or simulated environment
- 5.3. individually or in groups

Learning Objectives

- 5.a. Identify how developmental domains weave into caregiving routines
- 5.b. Describe how art might be used in routines and transitions.
- 5.c. Describe how music might be used in routines and transitions.
- 5.d. Describe how language arts might be used in routines and transitions.
- 5.e. Discuss appropriate scheduling for art, music, and language arts activities.
- 5.f. Describe opportunities for learning art, music, and language arts within the daily routines and schedule.

6. Create developmentally appropriate language, literature, and literacy activities.

Assessment Strategies

- 6.1. using written or oral activities as provided by the instructor
- 6.2. in a classroom setting or simulated environment
- 6.3. individually or in groups

Learning Objectives

- 6.a. Explore activities related to language, literature, and literacy, i.e. flannel boards, story telling techniques, reading aloud to children, finger plays, puppets, etc
- 6.b. Distinguish between high quality and low quality language and literacy resources.
- 6.c. Compile resources to support language, literature, and literacy activities.
- 6.d. Create learning materials to support language, literature, and literacy activities.
- 6.e. Ensure the developmental appropriateness of language, literature, and literacy activities.
- 6.f. Identify techniques for presentation of language, literature, and literacy activities.

7. Create developmentally appropriate art activities.

Assessment Strategies

- 7.1. using written or oral activities as provided by the instructor
- 7.2. in a classroom setting or simulated environment
- 7.3. individually or in groups

Learning Objectives

- 7.a. Explore activities related to art, i.e. constructions, clays and doughs, graphic arts, etc.
- 7.b. Distinguish between high quality and low quality art resources.
- 7.c. Compile resources to support art activities.
- 7.d. Create learning materials to support art activities.
- 7.e. Ensure the developmental appropriateness of the art activities.
- 7.f. Identify techniques for presentation of art activities.
- 7.g. Distinguish between process and product art.
- 7.h. Identify the role of art in providing sensory experiences.
- 7.i. Identify the role of art in developing fine motor skills.

8. Create developmentally appropriate music and movement activities.

Assessment Strategies

- 8.1. using written or oral activities as provided by the instructor
- 8.2. in a classroom setting or simulated environment
- 8.3. individually or in groups

Learning Objectives

- 8.a. Explore activities related to music and movement, i.e. songs, finger plays, games, movement activities, indoor and outdoor play activities.
- 8.b. Identify the role of music and movement in developing gross and fine motor skills.
- 8.c. Distinguish between high quality and low quality music and movement resources.
- 8.d. Compile resources to support music and movement activities.
- 8.e. Create learning materials to support music and movement activities.
- 8.f. Ensure the developmental appropriateness of music and movement activities.
- 8.g. Identify techniques for presentation of music and movement activities.