Theme - Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **Title and Number of Credits:** CIEC 3650: Creative Arts and Children’s Literature, (2 credits)

2. **Course Description:** This course focuses on the exploration of methods of curriculum development that weave children’s literature and the arts (fine arts, dramatic play, and music/movement) in programs for young children (preschool-grade 3). A thematic, multicultural approach is stressed. Teacher candidates will learn to choose and evaluate literature for children and to plan and implement developmentally appropriate music, dramatic play, and art experiences that extend exemplary literature (folktales, fairytales, contemporary picture books, poetry, etc.) into the child’s world.

3. **Pre-requisites:** CIEC 2000
   **Co-requisites:** CIEC 3000, CIEC 3510, CIEC 3300, or CIEE 3260

4. **Course Objectives:**
   1. Identify, describe, and assess children’s developing stages of artistic development and their role in the early childhood environment from ages birth – eight
   2. Identify, describe, and plan integrated activities that support literature and the arts in various developmentally appropriate early childhood settings
   3. Engage in a variety of artistic experiences including painting, drawing, collage, murals, three dimensional constructions
   4. Utilize a variety of musical and literacy experiences from diverse cultures, including singing songs, and making and using musical instruments
   5. Create and use puppets, costumes, and other props that support the retelling of familiar and new stories, poems, songs, etc.
   6. Choose and evaluate appropriate children’s literature according to anti-bias criteria and age appropriate guidelines
   7. Integrate the music and artistic experiences valued by families and the community into the curriculum, with particular responsiveness to cultural and linguistic differences
   8. Plan appropriate activities and adaptations to support the needs of non-native English language learners and children with special needs, i.e. Autism.
5. **Student Learning Outcomes:** The teacher-candidate will be able to:

1. Choose books for children based on anti-bias and developmentally appropriate criteria and plan artistic, musical, and dramatic play activities for those books (story-stretcher project).
2. Read children’s stories aloud and ask appropriate high level questions about the stories focusing on topics including diversity, self-image, and how we and our families are all alike and different.
3. Integrate technology by finding websites and using the Internet to obtain ideas for curriculum in music, the arts, and children’s literature.
4. Engage in movement and music activities with children and make and use simple musical instruments for children to accompany themselves.
5. Construct a letter for families explaining process vs. product art.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>NAEYC Standards</th>
<th>NCATE Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE ECE/CCCS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3, 4, 7,11</td>
<td>1,4</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4, 5, 7, 8, 12</td>
<td>ECE: 0.1-0.5; 1.1-1.4; 2.4; 3.1-3.4; 7.1</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6, 8, 11</td>
<td>1, 2, 3, 4</td>
<td>1, 3, 4</td>
<td>1, 2, 4, 7, 8, 10, 12, 13, 14, 15, 16</td>
<td>CCCS: 1.1-1.5; 6.1-6.6; 7.1-7.2</td>
</tr>
<tr>
<td>2</td>
<td>1, 2, 3, 10</td>
<td>4, 5</td>
<td>1</td>
<td>17, 19, 20</td>
<td>ECE: 3.1-3.4</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 6, 7, 8</td>
<td>1, 4</td>
<td>1, 3</td>
<td>1, 2, 4, 12,</td>
<td>ECE: 1.1-1.2; 2.4; 3.1; 7.1</td>
</tr>
<tr>
<td>3</td>
<td>1, 2, 3, 8, 9</td>
<td>1, 2, 4</td>
<td>1, 3</td>
<td>2, 12, 18</td>
<td>ECE: 1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CCCS: 1.1-1.5</td>
</tr>
</tbody>
</table>
6. **Course Content:**

1. Theories of creativity and development
   a) Vygotsky, Piaget, Gardner, others
   b) Developmentally appropriate practice (DAP)
   c) Understanding process vs. product art & child centered vs. teacher centered artistic experiences

2. How children develop and interact creatively through:
   a) Art – palette painting, finger painting, drawing, collage, print making, murals, clay/play-dough, 3-dimensional constructions, etc.
   b) Music – listening to and creating music, using musical instruments, etc.
   c) Creative dramatics - puppetry, plays/theater, costumes and props
   d) Social interaction

3. Creativity and literacy
   a) Choosing and evaluating children’s literature – Anti-bias and developmentally appropriate criteria
   b) Developing thematic units centering around children’s literature and/or author studies
   c) Genres of children’s literature (picture books, folktales, fantasy, poetry, realistic fiction, historical fiction, biography, informational books, diversity books)
   d) Characteristics of good literature; determining children’s interests; role modeling and reading books; vicarious experiences through literature
   e) Storytelling; recognizing and fostering children’s stories; intergenerational stories, life experiences, acquiring proficiency in storytelling and using storytelling for teaching and learning, retellings, prop stories, puppetry, chalk stories, flannel-board stories

4. Including all children
   a) Supporting the needs of non-native English language learners
   b) Using electronic databases to help find children’s literature and incorporating technology into the classroom that supports storybook reading and the arts

5. Integrating creativity into early childhood classroom settings
   a) Room arrangement
   b) Environment
   c) Materials - Avoiding dangerous materials, safety precautions and potential hazards
   d) Meeting special needs of students (i.e. English language learners, children with autism, etc.)

6. Observing and assessing creativity

7. How to talk to children about their art

8. Integrating experiences from home and community into the environment
   a) Involving and including families, culture and diversity in artistic, music, and creative dramatic experiences
   b) Trips to museums (American Museum of Natural History, NY Botanical Gardens, Newark Museum, Storm King Art Center, etc.) and other places of interest
7. **Teaching/Learning Methods:**
   1. Lecture/discussions
   2. PowerPoint/DVD/multimedia presentations
   3. Individual and small-group art and music projects
   4. Class trip
   5. Small group interactions
   6. Demonstration/observation
   7. Assigned readings
   8. Reflective journaling

8. **Evaluation Methods:**
   1. Student Learning Outcome #1: Quality of story-stretcher project
   2. Student Learning Outcome #2: Individual and small group class work
   3. Student Learning Outcome #3: Quality of homework assignments to find developmentally appropriate music, literature, and ideas for process based artistic experiences for their Practicum field placement
   4. Student Learning Outcome #4: Quality of homework assignment to make and use musical instruments in their Practicum field placement
   5. Student Learning Outcome #5: Quality of letter to families explaining process vs. product art

9. **Recommended Textbook/Readings:**

10. **Preparers’ Names and Date:** Dr. Janis Strasser, Summer 2003

11. **Original Department Approval Date:** Fall 2003

12. **Reviser’s Name and Date:** Dr. Janis Strasser, Spring 2010

13. **Department Revision Approval Date:** Spring 2010

14. **Bibliography:**


Websites

American Museum of Natural History, [http://www.amnh.org](http://www.amnh.org)

Children’s literature comprehensive database (CLCD), [http://www.childrensli](http://www.childrensli)

Guggenheim Museum, [http://www.learningthroughart.org](http://www.learningthroughart.org)

National Association for the Education of Young Children, [http://www.naeyc.org](http://www.naeyc.org)

North American Reggio Emilia Alliance, [http://reggioalliance.org](http://reggioalliance.org)