

COURSE IMPLEMENTATION DATE: September 1993
 COURSE REVISED IMPLEMENTATION DATE: January 2009
 COURSE TO BE REVIEWED: January 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<u>ECE 123</u>	<u>ECE/CYC</u>	<u>1.5</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Art in Early Childhood Education		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course explores the concept of the young child as an artist. As students develop an understanding of creativity as individual expression, they will become increasingly aware of the connection between children and their practice of art. The students' appreciation of art as an integral part of programming will contribute to their ability to implement aesthetic and sensory experiences appropriate to the developing child.

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PREREQUISITES: Admission to the ECE Certificate Program.

COREQUISITES: 2nd Semester
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 30

STRUCTURE OF HOURS:

Lectures:	<u>20</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	<u>3</u>	Hrs
Field experience:	<u>2</u>	Hrs
Student directed learning:	<u>5</u>	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: Yearly
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): <u>Gwen Clarke</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder</u>	Date of meeting: <u>February 8, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course students will be able to:

- Explain why a young child is an innately creative artist
- Apply the theories of artistic development and current research to a setting in which young children engage in the process of art as self-expression
- Explore and appreciate a variety of 2 + 3 dimensional art media
- Observe, implement, and evaluate the process of unstructured, open-ended art experiences
- Explain the adult's role as a facilitator when exploring a wide variety of open-ended art experiences with young children and develop a personal art philosophy and an appreciation for art as artistic cultural literacy
- Compile references by collecting art resources, articles, and ideas that will support a quality art program for young children.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Methods will include lectures, discussions, workshop presentations, individual projects

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:

Growing Artists: Teaching Art to Young Children Joan Bouza Koster

Journals and Magazines (NAEYC) in Library

SUPPLIES / MATERIALS:

Paint, paper, and scissors

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assessment of age appropriate Activity Plans	30%
Workbook/Studio Pages	30%
Participation	10%
Final Exam	30%
Total:	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Professional competencies: environment/materials/inclusive curricula
2. Child-entered learning experiences in art
3. Connecting curriculum to other areas of learning
4. Awareness of ECE Code of Ethics/health/safety
5. Cultural diversity awareness