

SECTION HEADING

EDUC 1262: Creative Activities and Environment

Description

Creative Activities will have students exploring varied means of developing children's creativity in art, music, and drama. Students learn to design age-appropriate activities with paints, paper, sculpture, wood, chalk, recyclables, song dance, instruments, puppets, and related materials. The course work includes lab and field experience.

Credits

3

Topics to be Covered

1. Developmental stages
2. Creative activity planning to promote social/emotional, cognitive, and physical development
3. Play-based theory
4. Enhancing creativity through child-directed activities
5. Use of wide variety of art media
6. Integration of sensory and dramatic play
7. Role of music in creativity
8. Special needs
9. Cultural diversity

Learning Outcomes

1. Analyze the relationship between creative activities and cognitive, social/emotional, and physical development.
2. Choose activities that enhance creativity.
3. Recognize the difference between teacher-directed and child-directed choices.
4. Identify activities that stimulate divergent thinking.
5. Demonstrate the ability to write clear, complete lesson plans with specific goals and objectives.
6. Deliver learning activities and analyze for areas of improvement.
7. Prepare adaptations so that children with special needs may participate to the fullest extent.
8. Locate resources to demonstrate familiarity with thematic lesson planning.
9. Collaborate with peers to produce group creative activities.
10. Demonstrate lesson implementation.

Credit Details

Lecture: 2

Lab: 1

OJT: 0

Transfer Pathway Competencies

1. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for developing an appropriate learning environment that: use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest. use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health (TECE 3.B3.5.b, 3.B.5.c) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that: structure the classroom to promote positive, constructive interactions between and among children (TECE 3.B.7.b) strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: create an environment where infants and toddlers are able to explore and expand their creative abilities. (TECE 3.B.9.c)
2. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others (TECE 3.D.3- Must address school age)

Section Heading

3. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others (TECE 3.D.3- Must address school age)