

ECE: Art, Music, & Language Arts

Course Outcome Summary

Course Information

Organization	WTCS - Wisconsin Technical College System
Developers	ECE Statewide Curriculum Committee
Development Date	8/11/2004
Revised By	Terri Johnson (WIDS) and ECE Statewide Curriculum Committee
Revised Date	3/27/2009
Course Number	10-307-178
Total Credits	3

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 for art, music, and language arts; 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.

Types of Instruction

Instruction Type	Contact Hours	Credits
		3

Exit Learning Outcomes

Program Outcomes

- A. ECE 1. Apply child development theory to practice
- B. ECE 2. Cultivate relationships with children, family, and the community
- C. ECE 4. Use best practices in teaching and learning

External Standards

NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 2: Building Family and Community Relationships. Students prepared in associate degree programs know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

NAEYC Standard 4: Teaching and Learning. Students prepared in associate degree programs integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

WI Teacher Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Competencies

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

You will demonstrate your competence:

- 1.a. using written or oral activities as provided by the instructor
- 1.b. in a classroom setting or simulated environment
- 1.c. individually or in groups

Performance will be satisfactory when you:

- 1.a. follow the guidelines of "The Anti-bias Curriculum: Tools for Empowering Young Children" or a similar anti-bias resource

Learning Objectives

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

2. Examine the critical role of play.

You will demonstrate your competence:

- 2.a. using written or oral activities as provided by the instructor
- 2.b. in a classroom setting or simulated environment
- 2.c. individually or in groups

Performance will be satisfactory when your examination includes:

- 2.a. how children play across all age groups during art, music, and language arts activities
- 2.b. the teacher/care giver's role in facilitation of art, music, and language arts play
- 2.c. how art, music, and language arts play opportunities foster development/learning in all domains
- 2.d. how observational skills support assessment of and curriculum planning for art, music and language arts

Learning Objectives

- a. Identify structured and unstructured play opportunities for art, music, and language arts for all ages.
- 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.

You will demonstrate your competence:

- 3.a. using written or oral activities as provided by the instructor
- 3.b. in a classroom setting or simulated environment
- 3.c. individually or in groups

Performance will be satisfactory when the environment for art, music, and language arts includes consideration of:

- 3.a. physical development
- 3.b. cognitive development
- 3.c. language development
- 3.d. social/emotional development
- 3.e. individual differences of children

Learning Objectives

- a. Identify key components to include in the environment when teaching art.

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

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

You will demonstrate your competence:

- 4.a. using written or oral activities as provided by the instructor
- 4.b. in a classroom setting or simulated environment
- 4.c. individually or in groups

Performance will be satisfactory when your activity plans for art, music, and language arts:

- 4.a. includes appropriate materials and strategies
- 4.b. includes all required component parts
- 4.c. is developmentally appropriate for the age group
- 4.d. includes an accurate and reflective assessment of the activity plan
- 4.e. incorporates the Wisconsin Model Early Learning Standards

Learning Objectives

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

5. Analyze caregiving routines as curriculum.

You will demonstrate your competence:

- 5.a. using written or oral activities as provided by the instructor
- 5.b. in a classroom setting or simulated environment
- 5.c. individually or in groups

Performance will be satisfactory when your analysis incorporates art, music, and language arts opportunities into:

- 5.a. transitions
- 5.b. routines
- 5.c. daily schedule

Learning Objectives

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

You will demonstrate your competence:

- 6.a. using written or oral activities as provided by the instructor
- 6.b. in a classroom setting or simulated environment
- 6.c. individually or in groups

Performance will be satisfactory when the language, literature, and literacy activities:

- 6.a. are culturally sensitive
- 6.b. are developmentally appropriate
- 6.c. include effective and motivating presentation techniques
- 6.d. enhance growth and development
- 6.e. incorporate relevant developmental domains (physical, cognitive, language, social/emotional)
- 6.f. incorporate the Wisconsin Model Early Learning Standards

Learning Objectives

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

7. Create developmentally appropriate art activities.**You will demonstrate your competence:**

- 7.a. using written or oral activities as provided by the instructor
- 7.b. in a classroom setting or simulated environment
- 7.c. individually or in groups

Performance will be satisfactory when the art activities:

- 7.a. are culturally sensitive
- 7.b. are developmentally appropriate
- 7.c. include effective and motivating presentation techniques
- 7.d. enhance growth and development
- 7.e. incorporate relevant developmental domains (physical, cognitive, language, social/emotional)
- 7.f. incorporate the Wisconsin Model Early Learning Standards

Learning Objectives

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

8. Create developmentally appropriate music and movement activities.**You will demonstrate your competence:**

- 8.a. using written or oral activities as provided by the instructor
- 8.b. in a classroom setting or simulated environment
- 8.c. individually or in groups

Performance will be satisfactory when the music and movement activities:

- 8.a. are culturally sensitive
- 8.b. are developmentally appropriate
- 8.c. include effective and motivating presentation techniques
- 8.d. enhance growth and development
- 8.e. incorporate relevant developmental domains (physical, cognitive, language, social/emotional)

8.f. incorporate the Wisconsin Model Early Learning Standards

Learning Objectives

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