

1988-89

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

PROGRAMMING I

CD105

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PROGRAMMING I

COMPETENCIES

1

Students will distinguish between child-centred and teacher-directed art activities for young children.

2

Students will be able to recognize and select appropriate art materials for use with preschool children.

3

Students will be able to plan, prepare, implement and evaluate appropriate art activities for young children.

4

Students will be able to describe the developmental stages in children's art, and recognize examples of each stage.

5

Students will be able to select, introduce and use songs and fingerplays which are appropriate for young children.

6

Students will be able to select and use books, stories, nursery rhymes and poetry suitable for young children.

7

Students will be able to develop a file of appropriate pictures for use with young children, and will be able to plan and implement activities using these pictures.

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PROGRAMMING I

COMPETENCIES cont'd.

8

Students will be able to identify socio-dramatic play with young children.

9

Students will be able to operate a variety of audio-visual machines and will be able to plan and implement activities which involve the use of audio-visual equipment.

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CD105 Programming I

GRANDE PRAIRIE REGIONAL COLLEGE

1

Students will distinguish between child-centred and teacher-directed art activities for young children.

Learning Tasks:

1. Discuss the value of art activities in a preschool programme.
2. Define the terms:
 - a) aesthetic experience and sensitivity
 - b) the creative process
 - c) creativity vs. conformity
3. Discuss the value of process vs. product in children's art.
4. Determine the adult's role in:
 - a) creating activities which are child-centred vs. teacher-directed.
 - b) providing opportunities for exploration and experimentation.
 - c) facilitating expressiveness and curiosity.
 - d) responding to children's art work appropriately.

Students will be able to recognize and select appropriate art materials for use with preschool children.

Learning Tasks:

1. Research and discuss:
 - a) the use of colour in activities for children.
 - b) the importance of colour in aesthetic and sensory experience.
2. Experiment with and discuss in a laboratory setting a variety of found and purchased art materials. i.e. drawing materials, paints, adhesives, paper, modelling materials, constructing materials.

Students will be able to plan, prepare, implement and evaluate appropriate art activities for young children.

Learning Tasks:

1. Discuss and determine the proper care and storage of art materials and equipment commonly used in preschool art activities.
2. Discuss the elements necessary in designing art activities for young children. i.e. planning, preparation, implementation and evaluation

Students will be able to describe the developmental stages in children's art and recognize examples of each stage.

Learning Tasks:

1. Discuss the characteristics of the 3 developmental stages in children's art:
 - a) scribble
 - b) pre-schematic
 - c) schematic
2. Discuss the importance of recognizing the developmental stages of children's art.

Students will be able to select, introduce and use songs and fingerplays which are appropriate for young children.

Learning Tasks:

1. Develop criteria for the selection of songs and fingerplays which are appropriate for use with preschool children. Discuss and evaluate a variety of songs and fingerplays to determine their appropriateness for use with young children.
2. Discuss methods of introducing songs and fingerplays to preschool children.
3. Discuss the use of musical instruments in singing activities with young children.

Students will be able to select and use books, stories, nursery rhymes and poetry suitable for young children.

Learning Tasks:

1. Discuss the importance of using good literature and poetry with young children.
2. Develop criteria for the selection of books, stories, nursery rhymes and poetry appropriate for young children.
3. Introduce books, stories, nursery rhymes and poetry to young children.
4. Discuss the techniques for effective story-telling and the procedures for delivery of stories to young children.
5. Explore and discuss the purpose, functions and techniques for using a variety of visual aids in story-telling sessions for young children.

Students will be able to develop a file of appropriate pictures for use with young children, and will be able to plan and implement activities using these pictures.

Learning Tasks:

1. Discuss the importance of a picture resource file.
2. Develop criteria for the selection of pictures suitable for use with young children.
3. Discuss techniques for using pictures with preschool children.

Students will be able to identify socio-dramatic play with young children.

Learning Tasks:

1. Determine and discuss the characteristics of socio-dramatic play.
2. Discuss the development of socio-dramatic play and its role in the overall development of the young child.
3. Discuss the adult's role in enhancing and extending socio-dramatic play with young children.

Students will be able to operate a variety of audio-visual machines and will be able to plan and implement activities which involve the use of audio-visual equipment.

Learning Tasks:

1. Participate in an audio-visual workshop. Students will be expected to set up and operate the following pieces of equipment: overhead projector, slide projector, video-tape equipment.
2. Using any 2 of the above pieces of equipment, plan and implement activities suitable for either adults or children (e.g. film presentation at parent night, filmstrip presentation for young children).