GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD105
PROGRAMMING I

HOURS: 45

SEMESTER:

INSTRUCTOR: _____

PHONE: _____

TEXT: Art for the Fun of It by Peggy Jenkins

Course Description:

CD105 Programming I is concerned with both the practical and theoretical aspects
of preschool programme planning in the areas of children's literature, art,
music/movement, and sociodramatic play. This course is designed to help students
acquire the skills and knowledge necessary to develop, implement and evaluate
child-centred learning experiences in all of the above areas.

**   A mandatory lab component is included in this course.

Course Outline Revised: May, 1991

Competency 1

Students will be able to distinguish between child-centred and teacher-directed art experiences for young children.

Competency 2

Students will be able to plan, implement and evaluate developmentally appropriate, child-centred art experiences for young children.

Competency 3

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

Competency 4

Students will be able to plan, implement and evaluate creative movement and music experiences which are appropriate for young children.

Competency 5

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

Competency 6

Students will be able to develop a file of pictures suitable for use with young children and will be able to plan, implement and evaluate learning experiences using these pictures.

Competency 7

Students will be able to identify and facilitate the socio-dramatic play of young children.

Competency 1

Students will be able to distinguish between child-centred and teacher-directed art experiences for young children.

Subtopics

1. The value of art experiences in preschool programmes.

2. The philosophical foundations of child-centred art:

   a) process and product in preschool art experiences;
   b) establishing a creative climate.

2. Responding appropriately to children's art.

3. Developing aesthetic awareness through art.

Competency 2

Students will be able to plan, implement and evaluate developmentally appropriate, child-centred art experiences for young children.

Subtopics

1. Essential elements in planning, implementing and evaluating art experiences for young children, i.e. writing objectives, observing children engaged in art.

2. The selection, use and care of art materials.

Competency 3

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

Subtopics

1. Theories focusing on the developmental stages of children's art, e.g. Kellogg, Lowenfeld, Gardner.

2. Recognizing the scribble, pre-schematic and schematic stages of artistic development.

3. Parallels between artistic development and cognitive development.

Competency 4

Students will be able to plan, implement and evaluate creative movement and music experiences which are appropriate for young children.

Subtopics

1. The value of music and movement experiences in preschool programmes.

2. Early musical development; the research base.

3. The goals of a preschool music and movement program.

4. Planning, implementing and evaluating appropriate music and movement experiences in preschool programmes.

Competency 5

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

Subtopics

1. Promoting child development through the use of appropriate literature and poetry.

2. The history of children's literature.

3. Categorizing books available for use with young children, e.g., concept, wordless, picture books.

4. Evaluating literature for use with young children.

5. Techniques of story-reading, story-telling, and poetry-sharing.

6. Using visual aids with literature and poetry, e.g. flannelboards, puppetry, overhead projectors.

Competency 6

Students will be able to develop a file of pictures suitable for use with young children and will be able plan, implement and evaluate learning experiences using these pictures.

Subtopics

1. Using pictures as a learning tool in preschool programmes.

2. Selecting, mounting, and storing pictures appropriate for use with young children.

Competency 7

Students will be able to identify and facilitate the socio-dramatic play of young children.

Subtopics

1. Defining socio-dramatic play.

2. The importance of socio-dramatic play in the lives of young children: the research base.

3. The adult's role in facilitating and extending socio-dramatic play.