



The University of Southern Queensland

## Course Specification

### Description: Early Childhood Arts Education

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3002	14817	2, 2002	ONC	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Kari Winer  
Moderator: Lyn Bower

### RATIONALE

Recent theory and research into children's play and artistic development highlights the need for teachers to intervene creatively in children's art-making. Visual symbolisation with 2- and 3- dimensional media is a natural form of communication in early childhood, yet the development of a young child's ability to use this language effectively is dependent on adults who can support the child's acquisition of artistic skills and understandings. This contrasts approaches which favour the natural unfolding of children's artistic abilities and talents, where children's spontaneous art- making is allowed to freely occur. Decisions about the nature and degree of teacher intervention in children's art-making depend on how visual arts is viewed in the curriculum, as well as the image of children held by the educator.

### SYNOPSIS

This course focuses on the visual arts and aesthetics in early childhood, in particular the development of symbolisation and aesthetic awareness, in children aged birth to 8 years. It examines the major theoretical frameworks of arts education in early childhood, and the philosophical principles underlying these. The development of children's symbolisation and aesthetic appreciation is explored through studying young children's artworks and art-making, as well as studying the research on children's artistic and aesthetic development. Students engage in their own art-making and projects in the course to develop their understanding of the elements and principles of art, and the cognitive processes involved in creativity. They also explore the media and techniques appropriate for young children as they develop their artistic knowledge and skills using 2- and 3- dimensional media.

## OBJECTIVES

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

- articulate the importance of visual art as a symbolic language of thinking, expression and communication;
- describe the major theoretical approaches to visual arts education in early childhood;
- explain the symbolic development of young children;
- articulate the principles of aesthetics and aesthetic education for young children;
- demonstrate an understanding of the elements and principles of the visual arts and their application to early childhood;
- describe the media, techniques, and interactional strategies which support children's developing artistry in early childhood;
- demonstrate ability to apply the techniques of working with 2- and 3-dimensional media to visual arts education in early childhood.

## TOPICS

Description	Weighting (%)
1. Visual art as a symbolic language of young children	5.00
2. Major approaches to visual arts education in early childhood	10.00
3. Symbolic development of young children	10.00
4. Nature of aesthetics and aesthetic development in young children	15.00
5. Elements and principles of visual art: own art and children's art	15.00
6. 2-dimensional art media and techniques	15.00
7. 3-dimensional art media and techniques	15.00
8. Scaffolding children's artistry: interactions and techniques	15.00

### **TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Kolbe, U 2001, *Rapunzel's Supermarket: All About Young Children and Their Art*, Peppinot Press, Australia.

Thompson, C.M. (ed) 1995, *The Visual Arts and Early Childhood Learning*, The National Art Education Association, Reston VA.

### **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Allen, W 1993, *Running on Rainbows*, 2nd edition, Running on Rainbows, Fortitude Valley Australia.

- Cikanova, K 1992, *Teaching Children to Draw*, Craftsman House, Tortola, BVI.
- Cikanova, K 1995, *Teaching Mixed Media to Children*, Craftsman House, East Roseville, NSW.
- Department of Education QLD 1990, *Living by Design: Art Handbook for Teachers Years 1, 2, and 3*,
- Diamond, C.T. Patrick, & Mullen, C.A. (eds) 1999, *The Postmodern Educator: Arts-based Inquiries and Teacher Development*, Lang, New York.
- Dunn, P.C 1995, *Creating Curriculum in Art*, National Art Education Association, Reston, VA.
- Edwards, C., Gandini, L. & Forman, G. (eds) 1998, *The Hundred Languages of Children: The Reggio Emilia Approach - Advanced Reflections*, 2nd edition, Ablex Publishing Corporation, Greenwich CT.
- Edwards, L.C 1997, *The Creative Arts: A Process Approach for Teachers and Children*, 2nd edition, Merrill, USA.
- Golomb, C 1992, *The Child's Creation of a Pictorial World*, University of California Press, Berkeley.
- Goodnow, J 1977, *Children Drawing*, Harvard University Press, Cambridge, MA.
- Jalongo, M. & Stamp, L 1997, *The Arts in Children's Lives: Aesthetic Education for Early Childhood*, Allyn and Bacon, Boston, MA.
- Kellogg, R 1970, *Analyzing Children's Art*, National Press Books, Palo Alto, CA.
- Kolbe, U 1997, *Clay and Children: More than Making Pots*, Early Childhood Association, Canberra Australian.
- Lankford, E. L 1992, *Aesthetics: Issues and Inquiry*, National Art Education, Reston, VA.
- Lowenfeld, V. & Brittain, W.L 1987, *Creative and Mental Growth*, 8th edition, McMillan, New York.
- Mathews, J 1994, *Helping Children to Draw and Paint in Early Childhood*, Hodder and Stoughton, London.
- Moore, R. (ed) 1994, *Aesthetics for Young People*, National Art Education Association, Reston, VA.
- Parsons, J. & Blocker, H.G 1993, *Aesthetics and Education*, University of Illinois Press, Urbana.
- Schiller, W. (ed) 1996, *Issues in Expressive Arts Curriculum for Early Childhood: An Australian Perspective*, Gordon and Breach Publishers, Amsterdam, B.V.
- Schirmacher, R 1998, *Art and Creative Development for Young Children*, 3rd edition, Delmar, USA.
- Topal, C.K 1983, *Children, Clay and Sculpture*, Davis Publications, Worchester, MA.
- Wright, S. (ed) 1991, *The Arts in Early Childhood*, Prentice Hall, New York.

## **STUDENT WORKLOAD REQUIREMENTS**

<b>ACTIVITY</b>	<b>HOURS</b>
Lectures	13
Private Study	62
Project Work	62
Tutorial	26

## **ASSESSMENT DETAILS**

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY	100.00	40.00	Y	30 Aug 2002
PROJECT	100.00	60.00	Y	25 Oct 2002

## **OTHER REQUIREMENTS**

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
  - 2 Marking criteria are provided in the course material as mark sheets/guides or as part of assignment specifications.
  - 3 Summative assessment items will be given a numerical score.
  - 4 Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
  - 5 All assessment items must be submitted and passed.
  - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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