

	<b>CAPILANO UNIVERSITY</b>		
	<b>COURSE OUTLINE</b>		
	<b>Course Title</b>	<b>Young Children and the Arts</b>	
		<b>Credits</b>	3.0
<b>Section Number</b>	EDUC 477	<b>Instructor</b>	
<b>Term</b>	Summer 2014	<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

**COURSE FORMAT:**

Mixed Mode or Face to Face. This course will be offered by both three hour classes and online. The four hour (total of 15 hours over the semester) will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class

**COURSE PREREQUISITE:**

30 credits of 100-level or higher coursework and ENGL 100 as a pre or co-requisite.

**Course Notes:** Prior to registering in EDUC 477, It is strongly recommended that ECCE students complete 9 elective credits and EDUC 476. For students outside of ECCE it is strongly recommended that they have a course examining postmodern/poststructural perspectives such as SOC 351 or qualitative research methodologies that view knowledge as socially constructed such as CMNS 262

**COURSE OBJECTIVES:**

The course develops an understanding of current theories, approaches, and innovations as it relates to young children's art. It considers different approaches to children's processes such as developmental, semiotic, relational-materialist, Deleuzian approaches, how each might work with children's own concerns and the educational implications of each perspective. This course explores ways that educators can facilitate children's artistic engagements and productions and support their fluency with/in different artistic media and processes. It aims to help educators develop sensitivities towards working *with* young children in their creations, experimentations and fabrications. The course is designed with either on-line and face-to-face portions or face to face delivery and involves readings, discussions, group work, and personal experimentation with various artistic processes.

**STUDENT LEARNING OUTCOMES:**

*Students who successfully complete this course should be able to:*

- Critically examine current theories of children's artistic production
- Critically examine and discuss the processes and characteristics of children's artistic engagements from various theoretical perspectives
- Gain an understanding of the educational implications of each

approach

- Examine current innovative practices that support children's artistic processes and productions

**REQUIRED TEXTS: Course Reading Package (readings included listed below)**

Atkinson, D. (2008). Pedagogy against the state. *Journal of Art and Design Education*, 27(3), 226-240

Atkinson, D. (2002). The semiotics of children's drawing practices. In D. Atkinson *Art in education: Identity and practice* (pp. 57-78). London: Kluwer Academic Publishers.

Golomb, C. (2002). The development of drawing. In G. Golomb, *Child art in context: A cultural and comparative perspective*, (pp. 9-49). Washington DC: American Psychological Association

Kind, S. (2013). Lively entanglements: The doings, movements, and enactments of photography. *Global Studies of Childhood* 3(4), 427-441.

Kind, S. (2005). Windows to a child's world. In Grauer, K. & Irwin, R. L. (Eds). *StARTing with...2<sup>nd</sup> ed.* (pp. 10-18). Toronto, Ontario: Canadian Society for Education through Art.

Kindler, A. (1999). "From endpoints to repertoires": A challenge to art education. *Studies in Art Education* 40(4), 330-349.

Knight, L. (2013). Not as it seems: Using Deleuzian concepts of the imaginary to rethink children's drawings. *Global Studies of Childhood* 3(3), 254-264.

Lenz-Taguchi, H. (2011). Investigating learning, participation and becoming in early childhood practices with a relational-materialist approach. *Global Studies of Childhood*, 1(1), 36-50.

Matthews, J. (2003). *Drawing and painting: Children and visual representation*, 2<sup>nd</sup> ed.,. London: Paul Chapman Publishing.

MacLure, M. (2011). Child as totem: Redressing the myth of inherent creativity in early childhood. *Studies in Art Education* 52(2), 127-141

New, R. S. (2007). Children's ART as symbolic language: Action, representation and transformation. *Visual Arts Research*, 33(2), 49-62.

O'Sullivan, S. (2006). *Art encounters Deleuze and Guattari: Thought beyond representation*. New York: Palgrave MacMillan.

Schulte, C. (2013). Verbalization as a threshold in children's drawing encounters. *Visual Arts Research*, 39(2), 54-69

Thompson, C. M. (2003). Kinderculture in the art classroom: Early childhood art and the mediation of culture. *Studies in Art Education* 44(2), 135-146.

**COURSE CONTENT:**

<p><b>Part One</b>                  Children’s artistic development                  Supporting and understanding children’s growth and development in drawing</p>
<p><b>Part Two</b>                  Semiotics                  Making sense of images, symbols and meanings</p>
<p><b>Part Three</b>                  Materials, making, and a relational-materialist perspective                  Human and non-human entanglements</p>
<p><b>Part Four</b>                  Deleuze and experimentation                  Becoming-painting</p>
<p><b>Part Five</b>                  Current innovations and children’ studio practices                  Studio 13, Scotland                  Reggio Emilia, Italy</p>

**EVALUATION PROFILE**

Research paper	<b>35%</b>
Reading Responses	<b>30%</b>
Portfolio	<b><u>35%</u></b>
<b>TOTAL</b>	<b>100%</b>

**GRADING PROFILE:**

A+ = 90 - 100	B+ = 77 – 79	C+ = 67 – 69	D = 50 – 59
A = 85 – 89	B = 73 – 76	C = 63 – 66	F = 49 and below
A- = 80 – 84	B- = 70 – 72	C- = 60 – 62	

**ASSIGNMENTS:**

See Attached. Please note it is strongly recommended that students make a copy of all assignments in the event than an assignment is misplaced.

**OPERATIONAL DETAILS**

## EDUC 476

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

Attendance:	<p>Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor.</p> <p>A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.</p>
Punctuality:	<p>Punctuality is essential in both classroom courses and practica given the professional nature of this program.</p> <p>A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.</p>
Academic Responsibility:	<p>Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.</p> <p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met</p>
Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes	<p>Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions: If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.</p>
Late Assignments:	<p>All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions: If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.</p> <p>Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.</p>
Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"><li>• Loss of 5 % per day</li></ul>

## EDUC 476

### Cheating & Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Incomplete Grades: "I" Grades will be given only when **prior** arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage: All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."

Professionalism: All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.

Emergency Procedures: Please read the emergency procedures posted on the wall of the classroom.