

## Arts and Aesthetic Education in the Early Childhood

- Class Level : graduate
- Credit numbers: 3
- Course Number :
- Course Dates :
- Course Time:
- Classroom :
- Instructor : Ms. Yen-Yi Wu
- Instructor's Office : L-715
- Office Hour : Tuesday           10:30 – 12:00  
  Friday           8:30 – 10:15
- E-mail: [yywu@cyut.edu.tw](mailto:yywu@cyut.edu.tw)
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### ● Course Objectives

This course aims to provide conceptual and empirical research in arts education, (including music, visual arts, drama, dance, media, and poetry), in a variety of areas related to the early childhood education. The social, cultural, historical, and psychological contexts of arts education are identified to be central to learning, experience, knowledge. The course presents theories and methodological approaches used in arts education research as well as aesthetics education.

Syllabus :

Week	Date	Contents	Homework
1		Syllabus and Introduction 1. Introduction of the course 2. Introduction to the instructor	
2		Arts, aesthetics, and education	
3		Aesthetics and visual culture in the early childhood settings	
4		Journal paper reading and discussion	Submission and reports on selected journal paper related to the assigned topic
5		Arts education for young children	
6		Arts education for young children in early childhood settings	
7		Journal paper reading and discussion	Submission and reports on selected journal paper related to the assigned topic

8		Tutorial Sessions	
9		Midterm Report and Presentation	
10		Play, Arts and Aesthetic Experience	
11		Aesthetic experience and education for young children	
12		Journal paper reading and discussion	Submission and reports on selected journal paper related to the assigned topic
13		Expressive arts and aesthetics in the early years	
14		Arts and aesthetics education for the children with special needs	
15		Tutorial Sessions	
16		Final Report and Presentation I	
17		Final Report and Presentation II	
18		Reflection and Discussion	Revised group report and individual reflection submission

● References:

- Lasher, M. D., Carroll, J. M., & Bever, T. G. (1983). The cognitive basis of aesthetic experience. *Leonardo*, 196-199.
- Reber, R., Schwarz, N., & Winkielman, P. (2004). Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience?. *Personality and social psychology review*, 8(4), 364-382.
- Lim, B. Y. (2003). Aesthetic education for young children in three early childhood settings: Bank Street, Reggio Emilia, and Waldorf. *International Journal of Early Childhood Education*, 9(2), 115-133.
- Tarr, P. (2001). Aesthetic codes in early childhood classrooms: What art educators can learn from Reggio Emilia. *Art Education*, 54(3), 33-39.
- Burger, M. (2011). The world in pictures: Aesthetics and visual culture in the art classroom.
- Santos, G. D., & Lima-Rodrigues, L. M. (2016). Expressive arts—embodying inclusive teachers. *Journal of Research in Special Educational Needs*, 16, 506-509.
- Graves-Alcorn, S. L., & Green, E. J. (2014). The expressive arts therapy continuum: History and theory. *Integrating expressive arts and play therapy with children and adolescents*, 1-16.

Maiese, M. (2016). Affective scaffolds, expressive arts, and cognition. *Frontiers in psychology*, 7, 359.

Blandy, D. (1991). Conceptions of disability: Toward a sociopolitical orientation to disability for art education. *Studies in Art Education*, 32(3), 131-144.

● Grading

1. Attendance and In-Class Discussion : 10%
2. Assignment : 30%
3. Midterm Report : 30%
4. Final group presentation and reflection : 30%