

Early Childhood Aesthetic Curriculum in Practice

- Class Level : Undergraduate
- Credit numbers: 2
- Course Number :
- Course Dates :
- Course Time: 10:25-12:10
- Classroom :
- Instructor : Pro. Crissa Chen
- Instructor's Office :
- Office Hour : Monday 8:30– 10:150
Wednesday 13:30 – 15:20
- E-mail: crissa@cyut.edu.tw

Goals/Objective of Course: Upon successful completion of this course....

1. **Aesthetic** teaching **practices** consisted of teaching methods in arts integration and arts appreciation.
2. The aspect of arts integration means the integration of various arts into the thematic **curriculum**.
3. The aspect of arts appreciation indicates the ways to guide **children** to appreciate various arts.

Course Requirements

The course main idea is learning how to discuss these **Aesthetic Curriculum** critically, attendance and class participation are vital to teach different age's children. You will also take part in some in-class activities. In order to be successful in this course, students will need to complete the following:

1. Attendance, Participation, and In-Class Work 30%
2. Summary and Reflection Reports 30%
3. Final Report 40%

Syllabus :

Week	Date	Contents
1	9/22	Introduction of Importance of Aesthetic Curriculum and Art
2	9/29	In early childhood environments, adding an aesthetic lens proposes an alternate approach and challenges the disposition of pre-service and practicing teachers to move beyond narrow constructions of curriculum
3	10/6	Art language for discussion and understanding of the s-tory apron
4	10/13	A framework based on traditional, formal elements of art and principles of design was used with in-service primary teachers as an exercise.

5	10/20	Find a story from your life or children's life as a topic
6	10/27	Thinking divergently about material selection and space
7	11/3	Art therapy and aesthetic to the story you made or picture book
8	11/10	Compared to the open ended divergent options available from socio dramatic play with props and dress up clothes or blocks with reusable loose parts, puzzles and games with rules afford different learning opportunities and a clear right or wrong "use message".
9	11/17	Towards an Aesthetic Framework: A Living Space
10	11/24	To engage in an alternative discourse with the teachers using an arts-informed framework of: Line and Movement; Shape and Colour; Pattern, Rhythm and Texture; Foreground, Middle ground and Background.
11	12/1	Discussing line and movement as key elements in directing the viewer's eye through and around objects within a designated area.
12	12/8	Given the multicultural composition of classrooms today, children arrive imbued with their own sense of colour derived from homelands of different shades and tones.
13	12/15	The often welcomed element of variety that creates visual interest in a space can also at times overwhelm, resulting in a feeling of chaos, entropy.
14	12/22	Early Childhood Aesthetic Curriculum in Practice Final report
15	12/29	Early Childhood Aesthetic Curriculum in Practice Final report
16	1/5	Early Childhood Aesthetic Curriculum in Practice Final report
17	1/12	Early Childhood Aesthetic Curriculum in Practice Final report
18	1/19	Early Childhood Aesthetic Curriculum in Practice Final report