****

 **Syllabus**

 **for Early Childhood**

 **Care & Education ( ECCE)**

 **Pre- school Art and Craft**

 **APS-121**

 **Credit hour - 2**

****

 **January 2017**

 **Addis Ababa, Ethiopia**

 **Developed by :-**

 **Tadesse Teshome ( Kotebe Metropolitan University )**

 **Puok ter Jock ( Gambella college)**

 **Reviewed by:-**

 **Tadesse Teshome ( Kotebe Metropolitan University )**

 **Geberil Seidie ( Gilgel Beles College)**

**1. Course title**:- Art for preschool children

Course code APS- 121

Credit hour 2

Contact hour 2

**2. Rationale of the course**:

This course is designed for prospective preschool teachers to enhance their understanding of how to use art as a learning tool in pre-school education. The course provides knowledge to teach children’s fundamental Art at preschool level. Art provides opportunities to view and interpret the world where they live in variety of different ways. Lack of well-balanced art education denies children observation, creativity, imagination, problem solving, sensory experiences etc....

**3. Course Description**:-

This course provides fundamental skills and knowledge of art and craft for prospective preschool teachers how to teach art in pre-schools. In addition, the course contains, elements of art, how to draw, how to paint, How to Print, how to make collage & mosaic & hand craft**.**

 The methods of this course focus on practical activities so prospective preschool teachers are able to choose and implement important resources from local available materials.

**4. Course objective:-**at the end of this course the prospective preschool teachers will be able to:-

* Understand what art &craft is
* Develop creativity skills of art
* Observe and appreciate their environment
* Value art works; their own, their peers and their pre-school students.
* Know how to teach art using different strategies
* Prepare teaching and learning resources using locally available materials.

**Unit one**

**Unit Title**: - Meaning and the role of art

**Time allowed**: - 2

**Unit learning outcomes**: - After the completion of this unit the prospective preschool teachers will be able to:-

* Explain the meaning of art and craft
* Categorize different works of art

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| - Explain the   importance of art | 1. The concept of art1.1 Importance of Art in pre-      school education | 1 period | -Brainstorming -Lecture -Buzz group | -Posters-pictures | -Questioning -Observation |
| -Identify the  different  works of art | 1.4 Categories of Art | 1period | -Gallery walk -peer discussion  | -Different -works of arts -models  -films | -Observation-Questioning  |

**Reference**

**Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya**

Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook.

 Dhilion Publishers Ltd.  Nairobi.

**Unit Two**

 **Unit title**: - Elements of art

**Time allotted**: - 7 periods

**Unit learning outcome**:-After completing this unit the prospective preschool teachers will be able to :-

-Draw different lines

-Write letters and numbers using lines

-Draw picture of house hold goods & different animals from their near environment

 -Differentiate between rough and smooth objects

-Identify colours & paint primary colours.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| -Identify different lines. | 2. Elements of Art 2.1. Types of lines  2.1.1.Scribbling | 1 period | -Demonstration-Individual   work-Sample work | -pencil coloured &Poster | -Questioning -Observation  |
| -Demonstrate how to write letters & numbers by combining lines.  | 2.1.2. How to write letters & numbers using lines  | 2 period |  -Lecturing-Crossover   group  | -Charcoal-Chart -Poster  | -Questioning -Observation  |
| -Draw 2 domestic  animals and 2 household  goods  | 2.2. How to draw domestic  animals 2.3. How to draw house hold goods using lines | 2 period | -Demonstration-Individual  work | -charcoal-Chart -Poster  | -Questioning -Observation-Peer   assessment  |
| -Identify rough and  smooth objects -Draw rough & smooth  textures. | 2.5. Rough and smooth        textures. | 1period | -Brainstorming-Group   discussion | -Real objects -pencil -Colour pencil-sample work | -Questioning-Observation  |
| -Identify Colour according to their kind.-Paint primary colours  | 2.8. Colour  | 1 period | -Spider   diagram-Individual   work -  | -Colour -Brush -Colour-Pencil -Chart  | -Questioning -Observation-Peer  assessment  |

**Reference**

* **Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya**
* Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook. Dhilion Publishers Ltd.  Nirobi.
* Development of graphic skills. Research perspectives & educational Implications, Academic press, San Diago, CA92101,1991

**Unit 3**

**Unit title**:-The role of art in child development

**Time allotted**:- 3 period

 **Unit learning outcome**: - at the end of this unit the the prospective preschool teachers will be able to

* tell the role of art and craft in children cognitive development
* Write the role of art &craft education in children physical development
* Describe the role of art and craft education in children’s social and behavioural development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| Describe how art and craft education develop children’s thinking ability  | 3. The role of art craft in     children’s development  3.1. Cognitive   | 1period | -Brain   storming -Gapped   lecture -Group   discussion |  -Poster-Audio-Chart | Questioning-Observation  |
| -Write how art and   craft develop   children’s fine &gross   motor skill | 3.2. Fine and gross motor skills        development(physical development) | 1period | -Lecturing -Hot seating  | -Posters  -Audio-Video-Film | -Observation-Questioning |
| -Express how teaching art and craft contribute for the social /behavioural development of children |  3.3. Social / behavioural skills        development  | 1period | -Lecturing -Hot seating  | -Posters  -Audio-Video-Film | ObservationQuestioning |

 **Reference**

* Heid, K. (2005).Aesthetic development: A cognitive experience.

*Art Education,58(5),48-53.*

* Seymour Jennings (1973). Art. Activity in the primary school.

 Heinemann Educational Books London

* Al Hurwitz and Michael day (2001), Children and their art.

 Methods for physical elementary School. Wads Worth, USA

* Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook. Dhilion Publishers Ltd. Nirobi.
* Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya
* Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.

New York: David McKay Co Inc

**Unit 4**

**Unit title:** -Drawing and painting

**Time allowed**:-9.periods

**Unit learning out comes:-**After completing this unit the prospective preschool teachers will be able to - -Use drawing materials properly. - Draw simple drawings

- Differentiate colours based on colour wheel. - Appreciate beauty of colours

- Using painting materials. - Prepare painting materials from their surroundings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| -Use different drawing  materials( charcoal,  pencil, crayon)  properly-Draw simple   geometrical forms | 4. Drawing and painting **4.1 Drawing**    4.1.1. Drawing with charcoal, crayon, pencil  | 3 period  | Demonstration -Gallery walk -Peer  discussion  | -Crayon-Charcoal - Soft Pencil-Sample work | Observation -Peer  assessment |
| -Prepare materials for  drawing | 4.1.4 How to prepare charcoal for drawing            | 1 period | -Demonstration -Showing  | -Charcoal  | Peer assessment-Observetion |
| -Name colours which are  on the colour-wheel   | **4.2 Painting**4.2.1. Colour-wheel  4.2.1.1. Primary,               Secondary, and               Tertiary colours | 1 period | -Demonstration-Small group   discussion-Presentation | -Colour-wheel | Questioning Observation |
| -Use their finger for   painting  | 4.2.2. Painting with fingers  | 1 period | -Demonstration | -Colour -Paper-model | -Peer  assessment-Observation  |
| -Paint simple pictures  with colours Using brush,-Spattering, Blowing, Folding papers. | 4.2.3. Painting with brush, -Spattering, - .Blowing,.Folding papers. | 3 period | -Demonstration-Peer-work | -Colour -Paper-Brush  | -Peer  assessmentObservation  |
| -Prepare primary colours  using their  environment -Prepare brush using  their environment  | 4.2.7. How to prepare painting colours & brush materials  | 1 period | -Ranking | -Colour-brush | Questioning -Peer-   assessment -Observation  |

**Reference**

* **Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya** Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook.

 Dhilion Publishers Ltd.  Nirobi.

**Unit 5**

**Unit Title**:-Printing

**Time allotted:-** 4 periods

**Unit learning outcomes:-**at the end of this unit the prospective preschool teachers will be able to :-

-Tell what makes printing different from other art works

- Make printing by using direct and indirect method

- Produce printing materials from their surroundings

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| -Make printing by using  their fingers, Leaf, and Rubbing | **5. Printing**  5.1. Techniques of direct print -Finger print-Leaf print-Rubbing | 2period | -Demonstration -Group work  | -Colour -Paper-Leaf-coin | -Observation -Peer   assessment |
|  -Use blocks for printing |  5.2. Block print- potato, paper, - eraser, cuter-string | 2period | -Demonstration-Peer-work-Group work  | -pencil-brush-Potato-Eraser-Cutter-Paper -Colour  | -Observation-Peer   assessment |
| -Prepare materials for  Direct and indirect  print  | 5.3. How to preparer materials     For direct printing  | 1period  | -Lecturing -Demonstrate- ration -Bus-stop  | -Potato-Cuter-Colour -Paper-Eraser-String -Leaf  | -Observation-Peer   assessment |

**Reference**

* **Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya**
* Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook.

Dhilion Publishers Ltd.  Nirobi.

**Unit 6**

**Unit Title**: - Collage and mosaic

**Time allowed**: - 3 periods

**Unit learning outcomes**: - After completing this unit the prospective preschool teachers will be able to:-

      - Prepare collage and mosaic using materials from their environment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific objective** | **Content**  | **Time allotted** | **Instructional methods** | **Instructional materials**  | **Assessments**  |
| -prepare collage& mosaic from  locally available  materials | **6. Techniques of Collage and      mosaic** 6.1. How to prepare collage using discarded materials from their near environment.6.2 How to prepare mosaic using available materials from their environment  | 2 period 1 period | -Brain   storming -Demonstration -Group work -Individual   work -Brain storming -Demonstration-Presentation  | -Discarded  material  -Paper   (coloured)-Cloths -Glue -Hard board -Sand-Grass-Bens-Pebbles | -Questioning -Observation  |

**Reference**

* **Art & Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya**
* Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook.

Dillo Publishers Ltd.  Nirobi.

**Unit 7**

**Unit title: -** hand craft

**Time allotted:** - 4 periods

**Unit learning outcomes**:-After completing this unit the prospective preschool teachers will be

 able to:-

 -Make simple shapes and forms using local available materials.

-Prepare hand craft materials from their environment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific objective | Content  | Time allotted | Instructional methodology | Instructional materials  | Assessments  |
| -Make simple hand craft  using clay  | **7. Hand craft using different    materials.** 7.1. How to make simple  shapes and forms  7.1.1. Using Clay work | 1period  | -Demonstration -Individual   work | -Clay -Water -Container -Glove -Sieve  | -Observation -Questioning -Peer  assessment |
| -make simple hand craft using paper Mache. | 7.1.2. Using Paper Mache     7.1.2.1. Puppetry    7.1.2..2. Stick puppet   | 2period  | DemonstrationPeer work  | -Paper -Water -Container -Glue -cuter-water paints  |  ObservationQuestioningPeer assessment |
| -Make simple hand craft  using paper (paper  weaving ) | 7.2. How to make  Weaving       using paper. | 2 period  | -Question  &answer -Demonstration | -Colour Papers -Cutter -Hard board -Glue -Trade  | -Observation-Peer   assessment-Questioning   &answering  |
| -Prepare different ornaments by using locally available materials -Construct different forms using locally available materials  | 7.3. O r n a m e n t s’7.4. Construction  | 1 period  | -Demonstration -Individual  work-Group work | -Beads-Thread - Blocks-wire | -Observation   |

**Reference**

* **Art &Craft standard 1 work sheet. Malimu publications 1997 Nairobi Kenya**
* Malkiat Sign D. Smith (1992). Art and Craft. Students 3rd Workbook. Dhilion Publishers Ltd.  Nirobi.

ASSESSMENT

* Quiz 10
* Test 50
* Class activity 10
* Project work 15
* Presentation 15