SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Creative Expression

CODE NO. : **ED134**   **SEMESTER:** 1

PROGRAM: **Early Childhood Education**

AUTHOR: **Colleen Brady** RECE, AECEO,C, B.A.
Colleen.brady@saultcollege.ca ext. 2572

DATE: September 2014   **PREVIOUS OUTLINE DATED:** September 2013

APPROVED: *"Angelique Lemay"*   *July, 2014*

_____   _____
                                         DEAN   **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): None

HOURS/WEEK: 2 hours / week

I.   COURSE DESCRIPTION:

This course helps students to see the beginnings of poetry, music and dance, as children respond to the world around them. As a teacher-directed activity with a group of children, students learn how to nurture chant, song, and dance as they happen spontaneously throughout the day. This course is designed to help teachers develop a creative approach to music and dance, and to learn skills which will help them encourage each child to discover new ways of expressing her/himself through music, dance, and language.
This course will take an interactive approach to learning all aspects of creative expression as it is reflected in art, creative movement, and creative dramatics

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
Upon successful completion of this course, the student will demonstrate the ability to:

1. **Design a creative arts program that supports the holistic development of children based on abilities, interests, and context.**
   (Reflecting ECE Vocational Outcomes #1, #2,#4 and Essential Skills #1,2,4,7 and 10)

Elements of the performance:
- Explain the link between healthy child development and participation in creative arts opportunities during early childhood.
- Describe how creativity is expressed and strategies to support creative expression in early childhood.
- Recognize the sequence of development for each of the creative arts and explain the relevance of this information to an effective creative arts program

2. **Design and evaluate inclusive and play based learning environments that support the development and appreciation of the creative arts in early childhood.**
   (Reflecting ECE Vocational Outcomes #1, #2,and Essential Skills #1,2,4,7 and 10)

Elements of the performance:
- Discuss and apply principles of early learning pedagogy for meeting the needs of each creative area: (visual art, music, movement, drama)
- Explain, evaluate and design creative arts learning environments (visual art, music, movement, drama) based on a criteria of best practices.
- Discuss and evaluate appropriate materials, and learning opportunities for meeting the goals of each creative area: (visual art, music, movement, drama)

3. **Explain and apply appropriate responses to various forms of creative expression to create an environment of inclusion and support learning and development in early childhood**
   (Reflecting ECE Vocational Outcomes #1, #2,#4 and Essential Skills #1,2,4,7 and 10)

Elements of the performance:
- Describe response and inclusive strategies that educators use to promote a sense of belonging and acceptance.

- Describe response strategies that educators use to extend learning and support the child's ability to engage in reflection during creative arts experiences.

4. **Demonstrate effective interpersonal and communication practices that reflect professional standards**
   (Reflecting ECE Vocational Outcomes #6 and Essential Skills #1,2,8,9,10,11)

Elements of the performance

- show respect for the diverse opinions, values, belief systems, and contributions of others.
- interact with others in groups or teams in ways that contribute to effective working relationships
- and the achievement of goal
- communicate professionally in written work including vocabulary, grammar, spelling and format
- manage the use of time and other resources to complete projects.

III. **TOPICS:**

Module 1:Creative Expression in early childhood.
Module 2: Creative Art in early childhood
Module 3 Creative Movement in early childhood.
Module 4: Creative Music in early childhood
Module 5: Creative Drama in early childhood.

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**
Textbook:
   • Bullard, Julie (2014) Creating Environments for Learning Birth to age Eight 2nd Ed. Toronto: Pearson Education Inc.

Resources:
Access to course materials posted on LMS for this course.

Materials:
During the "workshop" classes, students will be asked to bring certain "found" items to the class. A full list of items will be communicated to the student through LMS.

V. **EVALUATION PROCESS/GRADING SYSTEM:**
(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

Reading briefs   **30%**
Students will submit a short summary of the assigned readings. The briefs will become the focus of discussion during in class activities and evaluated as part of participation in discussion.. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Letter to the Editor   **15%**
Students will write a response letter on the topic "The Value of Creative Arts in Early Childhood" citing the text and online resources. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Module Quizzes   **10%**
After each module is covered in the course, students will complete a short quiz on the module. The quiz will be available only through LMS Quiz feature. *Please read about assignment submission formats under Special Notes.*

Creative Idea Portfolio   **25%**
Each student will create a portfolio containing a variety of experiences that support creative expression. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

Group Demonstrations   **20%**
Students will work in small groups to prepare and demonstrate specific creative experiences. These will be scheduled during class and points will be given to those who are presenting and those who participate during the presentation. *Details will be posted on LMS and discussed in class Please read about assignment submission formats under Special Notes.*

The following semester grades will be assigned to students:

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI.   SPECIAL NOTES:

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignment submission format
All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.
All assignment submissions must be sent in **PDF** format. If the professor is unable to "open" or read the submission, the student will be notified by email and receive a mark of "0" for the assignment.

Submission due dates:
The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:
Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days). *NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.*

Requests for Extensions:
Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.
 NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations
Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students, who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor fo their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these expectations;

1. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS form part of this course outline.