

I. COURSE DESCRIPTION:

This course helps CICE students, with the assistance of a Learning Specialist, 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 CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

Learning Outcome

1. Identify and support creativity in an inclusive early childhood environment.

Potential Elements of the Performance:

- Define “creativity” and other terms associated with creativity and describe how creativity is expressed in early childhood.
- Describe aspects of creative development in early childhood.
- Identify practices that support creative development

Learning Outcome

2. Plan and facilitate appropriate creative art experiences in an early childhood environment.

Potential Elements of the Performance:

- Explain the value of creative art to child growth and development.
- Define and select developmentally appropriate creative art experiences.
- Identify strategies to prepare and organize art experiences for young children.
- Create a portfolio of appropriate creative art experiences for early childhood.

Learning Outcome

3. Plan and facilitate appropriate creative dramatic experiences in an early childhood environment.

Potential Elements of the Performance

- Describe and select developmentally appropriate creative dramatic experiences.
- Explain the skills that children acquire when they are engaged in creative dramatics.
- Identify strategies to prepare and organize dramatic experiences for young children.
- Create a portfolio of appropriate creative dramatic experiences for early childhood.

Learning Outcome**4. Plan and facilitate appropriate creative music experiences in an early childhood environment.****Potential Elements of the Performance**

- Identify and select appropriate creative music experiences.
- Describe the benefits of creative music to the growth and development of young children.
- Explain appropriate strategies to plan and support creative music in an early childhood environment.
- Create a portfolio of appropriate creative drama experiences.

Learning Outcome**5. Plan and facilitate appropriate creative movement experiences in an early childhood environment.****Potential Elements of the Performance**

- Identify and select appropriate creative movement experiences.
- State the benefits of creative movement to the growth and development of young children.
- Explain appropriate strategies to plan and facilitate creative movement experience in an early childhood environment.
- Create a portfolio of appropriate creative movement experiences

III. TOPICS:

- **Creative Arts Domain and Development**
- **Creative Art**
- **Creative Movement**
- **Creative Music**
- **Creative Dramatics**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS for this course

- Access to Desire2Learn (D2L) course materials.

Required Text purchased in another course but used in this course

- Bullard, Julie (2014) ***Creating Environments for Learning*** Birth to age Eight 2nd Ed. Toronto: Pearson Education Inc

V. EVALUATION PROCESS/GRADING SYSTEM:**Assignments:****90%**

An outline of each assignment will be attached to the course syllabus and distributed to students in the first class. The assignment outlines will be posted on Desire2Learn (D2L)

Assignments will require the students to participate in class activities as well as engage in reflective practice. Students will also produce a “creative idea portfolio” that will be useful in future experiences with children.

- *All assignments are to be edited, typed, and stapled together with the student’s name on the front page.*
- *When assignments are required to be submitted electronically through ED134 D2L course site (only), students are expected to submit the document in either PDF or DOCX format. If the instructor is unable to open or read the submission a mark of “0” will be given for the assignment.*
- *Late submissions are accepted 5 days past the scheduled due date but will incur a 5% per day deduction to the mark given the assignment. Assignments will not be accepted past the 5 day late submission period.*
- *The Learning Specialist will assist the student with APA formatting when required.*

Module Quizzes

10%

There will be a short quiz after each module has been covered in the course. The format for each quiz will be the same: some true and false statements, multiple choice questions, fill in the blank statements, and matching. Each quiz will be scheduled on a specific date and it is up to the student to ensure that they complete the quiz as required.

- *Students must notify the Instructor prior to the scheduled date if they are unable to complete the quiz as scheduled. Failure to notify the instructor prior to the scheduled date will result in a mark of “0” for the incomplete quiz.*

The following semester grades will be assigned to students:

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

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

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

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.