

I. COURSE DESCRIPTION:

This course helps CICE students, with assistance from 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, CICE students learn how to nurture chant, song and dance as they happen spontaneously throughout the day. This course is designed to help CICE students develop a creative approach to music and to learn skills which will help them encourage each child to discover new ways of expressing her/himself through music, movement, and language.

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 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)

Potential 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)

Potential 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)

Potential 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. Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011) (VLO #1,2,4,6,EES:l #1,4,7,6,9,10

Potential Elements of the Performance:

- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.
- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Contribute to the effective working relationships to achieve goals.
- Evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- Be respectful, positive and open in all communication without judgment or personal bias

III. TOPICS:

Module 1: Creative Expression in early childhood.

Module 2: Creative Visual Arts in early childhood

Module 3: Creative Movement in early childhood. Includes Fundamental Movement Skills and Physical Literacy

Module 4: Creative Music in early childhood

Module 5: Creative Drama in early childhood.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks: Previously purchased in other courses:

1. Crowther, I. (2016). Creating Effective Learning Environments. 4th Ed. Toronto: Nelson Education Ltd.

2. Harms, T., Clifford, R. M., & Cryer, D. 2005. Early Childhood Environment Rating Scale (ECERS-R) Revised Edition. Teachers College Press
3. Derman-Sparks, L. (2010). Anti-Bias Education for Young Children & Ourselves. USA: National Association for the Education of Young Children.

On-line Resources:

- Links to various documents will be made available through the course LMS site.

Online course materials (LMS):

- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word .doc or .docx” and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software

Materials:

- Folder with prongs and pockets
- 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:

Quizzes 10%
Short quizzes at the end of each module will be completed during designated non-class time periods.

Professional Practice 5%
These learning opportunities are designed to help you reflect on and build professional skills required for the ECE field.

Reading Reflections 20%
You will provide reflections about your assigned reading using the college Outlook.

Assignments 65 %

- Creative Arts Workshop 10%
- Creative Arts Portfolio (4 submissions) 55%

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class; these are also posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct

quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.

- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

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.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the Early Childhood Education: A Guide to your Program booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:

The College considers LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the Learning Management System communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in LMS and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.

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.