



**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 CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Identify methods of prompting children to express themselves in creative ways.

Potential Elements of the Performance:

- Define what is creativity
- Identify methods for prompting creativity in children

2. Establish a repertoire of creative resource materials, which represents a variety of media and techniques.

Potential Elements of the Performance:

- Create a music, movement, and creative dramatics resource kit.

3. Structure activities, which promote children's expressive abilities in music, movement, creative dramatics, and art.

Potential Elements of the Performance:

- Plan a circle form for music
- Plan a circle form for creative movement
- Plan a circle form for creative dramatics

4. Gain practice and confidence in techniques of presenting developmentally appropriate and anti-bias expressive materials for children

Potential Elements of the Performance:

- Become aware of the bias present in literature, songs and other media in today's society

- Choose appropriate (anti-bias, multicultural and age appropriate) materials for three different age settings (infant, toddler, pre-school ages)
- Familiarize and utilize expressive materials (such as puppets, musical instruments, pre-recorded music, and dramatic play kits)
- Plan and execute a group time experience, during field placement that would involve singing, finger playing, drama or movement.

### III. TOPICS:

**Note:** These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in order below.

1. Introduction to Creative Expression
2. Creativity, Play and Art.
3. Planning Presenting Creative Activities
4. Music
5. Creative Movement
6. Puppetry and Storytelling
7. Creative Dramatics
8. Designing Creative Activities and Guiding Creative Growth

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

**Text:** Creative Expression and Play in Early Childhood Curriculum,  
Isenberg and Jalongo

**Text:** Creative Movement for the Developing Child Third Edition. Clare  
Cherry

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The students will be evaluated through both theoretical and practical applications in the college classroom, assigned readings, student projects, planning and implementing activities in field placement.

**Attendance and participation are essential elements in this process. 15%**

Attendance will be taken and the Professor determines participation mark. Criteria for participation include: being involved in the presentations, workshops (and not 'sitting on the sidelines').

**Students will be required to attend two evening art workshops held at the 15%**

**Sault College Child Development Centre Lab School located in F wing.**  
**Attendance and Participation is mandatory and calculated in the attendance/Participation mark.**

**In Addition:** Students will be required to submit a **completed questionnaire** pertaining to the topics covered in the workshop at the end of the second evening.

**Creative Expression File****20%**

Students will be evaluated on their ability to develop a file composed of the following categories: Songs, Finger plays, Ideas for Drama, Movement, Instruments, Storytelling and Puppets. The ideas contained within the file will be appropriate for children in the preschool age group. (a minimum of 10 examples in each of the categories is expected). The criteria for this project will be discussed. (Due: March 17, 2003)

**Circle Plans****20%**

Students will write up and submit three circles (**music, drama, and movement**) using the circle planning form along with **research** on the subject matter. Due dates for each will be assigned in class

**Presentation Circle****5%**

Students will present one of their circles for evaluation during their field placement this semester. Any CICE student who does not have a placement that is conducive to this form of presentation will discuss alternate arrangements with the instructor.

Approved circle planning form and evaluation form from placement teacher must be returned to the instructor for a grade. Completed form must be handed in to instructor

<b>Tests (x2)</b>	Mid Term	<b>10%</b>
	Final	<b>15%</b>

**Note:** Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite. (24 hour voice mail – x701) Allowing the rewrite is at the professor’s discretion if the student had provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.

Students are responsible for submitting their assignments on the dates assigned. Students are responsible for keeping copies of their assignments.

The following semester grades will be assigned to students in post-secondary courses:

<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:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant 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.