

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 PERFORMANCE:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

A. Learning Outcomes:

- 1) Identify methods of prompting children to express themselves in creative ways.
- 2) Establish a repertoire of creative resource materials, which represents a variety of media and techniques.
- 3) Structure activities, which promote children's expressive abilities in music, movement, creative dramatics, and art.
- 4) Gain practice and confidence in techniques of presenting developmentally appropriate and anti-bias expressive materials for children

B. Learning Outcomes with Elements of the performance:

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

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.

Elements of the performance:

- Create an art, music, movement, and creative dramatics resource kit.

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

Elements of the performance:

- Plan a music group experience
- Plan a creative movement experience
- Plan a dramatic experience
- Plan an art experience

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

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, 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.) Creativity and Young Children
- 2.) Art in the Early Childhood Curriculum
- 3.) Music in the Early Childhood Curriculum
- 4.) Movement in the Early Childhood Curriculum
- 5.) Creative Drama in the Early Childhood Curriculum
- 6.) Planning and Managing the Creative Learning Environment
- 7.) Play Materials for Creative Expression and Play
- 8.) Guiding Young Children's Creative Expression

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

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

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

Participation: 25%

Criteria for participation include successfully completing:

- In-class activities and assignments
- In-class presentation of a group experience planned and facilitated by each student. (details to be discussed in class)
- Attendance and participation in **two evening ART Workshops** held at the Sault College Child Development Centre Lab School, located in the F wing. As well, there is a **workshop quiz** to be held at the end of each workshop and will be administrated to only those students participating in the workshop.

Those not attending or participating will not be given credit for participation or quiz evaluation. No exceptions.

(Details of times and dates will be given in class)

Student constructed Music, Movement, And Dramatic Resource Kit 30%

- Students will be evaluated on their ability to develop and construct, using the criteria provided, a practical resource kit that will include props and activity plans for creative **Music, Movement, and Dramatic** experiences for children.
- Criteria will be discussed in class.
- Resource kits will be evaluated through the interview process. Time will be set-aside at the end of the semester for each student to present their kit / materials to the professor during a 15-20 minute presentation. An interview schedule will be posted and students will sign up for an appropriate time. If a student misses their scheduled notice without prior notification to the faculty, they will receive an automatic "0" for this assignment.

Plans for Creative Group Experiences**20%**

Students will write up and submit four group experiences based on the format discussed in class using criteria of a developmentally appropriate creative experience.

- (art, music, drama, and movement)
- Due dates for each will be assigned in class

Tests (x2)

Mid Term

10%

Final

15%**Note:**

Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite. (24 hour voice mail – x572) 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.

V. EVALUATION PROCESS/GRADING SYSTEM:

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. Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
3. Late submissions ***will be deducted 5% per day.***
4. Assignments ***more than one week late will not be accepted.***
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class

Learning Environment:

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

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Speakers

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

VII. 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 493 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 post-secondary 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.

VIII. 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.

IX. 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.

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 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.

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 Integrative Educational Assistant 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.