

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Creative Expression

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

PROGRAM: Early Childhood Education

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DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" July 2011

CHAIR **DATE**

TOTAL CREDITS: 2 credits

PREREQUISITE(S): none

HOURS/WEEK: 2 hours / week

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*For additional information, please contact Angelique Lemay, Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603*

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:

Learning Outcome**1. Clearly explain how experiences that support creative expression support the holistic development of young children. (VLO #2)****Potential Elements of the Performance:**

- Explain how creative art experiences influence a child's physical, social, emotional and cognitive development.
- Outline how creative music and movement experiences support the child's psychomotor development, social and emotional development, cognitive development, and aesthetic appreciation.
- Discuss the theories that contribute to the understanding of the relationship between dramatic play and social development in early childhood.

Learning Outcome**2. Analyze creative experiences for young children that are based on the understanding of child development. (VLO#1)****Potential Elements of the Performance:**

- Identify the development sequence of music and movement competence reflected in children ranging in age from birth to school age.
- Outline the characteristics of competence within each developmental stage of children's drawing and exploration of clay.
- Explain the stages of dramatic play development.
- Create a developmentally appropriate plan to incorporate creative experiences within an environment.

Learning Outcome

3. **Apply developmentally appropriate strategies that encourage and support children’s creative expression in a respectful and inclusive manner. (VLO#4)**

Potential Elements of the Performance:

- Describe factors that encourage and discourage creativity.
- Examine various strategies employed by early childhood educators in facilitating creative art, music, movement, and drama with children.
- Explain how materials and space are planned to support children’s creative expression

Learning Outcome

4. **Describe basic concepts taught through the creative arts.**

Potential Elements of the Performance:

- Outline concepts learned by children through participating in creative art, music, movement, and drama.
- Describe strategies for infusing culture through the creative arts curriculum.

Learning Outcome

5. **Develop and maintain effective written, oral, nonverbal, and electronic communications with others. (VLO#6)**

Potential Elements of the Performance:

- Demonstrate respect for diversity* by monitoring and modifying interactions
- Demonstrate effective teamwork and team membership through effective collaboration and consultation
- Use an accepted standard of writing, grammar, spelling, and format
- Express thoughts and ideas that show respect for the diverse opinions, values, belief systems and contributions of others

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.

- **Exploring the concepts of “creativity” and “creative expression.**
- **Creative expression through dramatic play.**
- **Creative expression through Music, Movement, and Play**
- **Creative expression through Art and Play**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Dietze, Beverlie and Diane Kashin (2010) *Playing and Learning in Early Childhood Education.* Toronto, Ontario: Pearson Canada..

ISBN: 978-0-13-512546-5

***NOTE: this book is purchased for ED130 but being used in ED134.**

- Access to LMS and articles posted on the LMS site for ED134.

V. EVALUATION PROCESS/GRADING SYSTEM:

(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

Assignment: Communicating through the arts the value of creative art experiences. 10%

- Each student will create and present a visual and or auditory piece that communicates to the public the value of creative art experiences to the development of the whole child. *Details of the assignment format will be reviewed in class and posted on LMS.*

NOTE: Students who do not present on their presentation date will forfeit the mark for that assignment, Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

Assignment: Case Study: Analysis and Recommendations. 20%

- Each student will be given a case study to analyze and recommend developmentally appropriate creative opportunities, based on the content learned from the course. *Details of the assignment format will be reviewed in class and posted on LMS.*

NOTE: All assignments must be submitted on the **due date at the beginning of the class period** unless otherwise specified by the professor. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

Assignment: Reflective Practice: Documenting in-class learning 60%

- Each student will participate in individual / small / large group activity that will incorporate the concepts being addressed in class through interactive experiences. At the end of each experience, each student will complete and submit to the instructor a Reflective Practice worksheet that documents their learning. *Details of the assignment format will be reviewed in class and posted on LMS.*

NOTE: These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

Quizzes 10%.

- Students will complete several short quizzes throughout the semester. Information regarding the material covered on the quiz will be discussed in class. *Dates when the quizzes are scheduled and content of the quizzes will be discussed in class.*

NOTE: Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is NOT given to the Professor, the student will receive a mark of "0".** It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.

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. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
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 form part of this course outline.