

## **Course Outline**

**Department of Human Services**

**Early Learning and Child Care**

**CD 1050 Art, Literature and Music**

**45 hours**

**Time: September 30<sup>th</sup> to November 4<sup>th</sup>: Wednesday night and Saturday (No classes will be held on Thanksgiving weekend.)**

**Instructor: Mariette Tremblay**

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**Contact: When you need help, it is best to call me. Leave a message if I am not at home and I will return your call.**

## **Course description**

This is a practical course which explores children's art, literature and music from a child-centered perspective.

## **Required text**

Shirmacher, R. (2009) Art and Creative Development for Young Children 6<sup>th</sup> Edition  
United States: Thompson/Delmar Learning

## **Additional Cost**

Students will incur material cost for assignments. Students also need access to a digital camera and connection wire.

## **Objectives**

**On successful completion of this course, the learner will be able to:**

1. Establish a developmentally appropriate, child-centered art program for young children.
2. Establish a developmentally appropriate literature program for young children.
3. Establish a developmentally appropriate, child-centered music/movement program for young children.

## **Class format**

The course work includes lectures, class discussions, group work, in-class exercises and labs. Audio-visual materials and additional materials will supplement the textbook.

## **Attendance**

**Regular attendance is critical to success in CD 1050.** The learning largely occurs through active participation in the in-class experiences in art, music and literature. The process is important, as in any creative endeavor. Students will be required to apply knowledge gained from in-class experiences and reflections. Should a student be unable to attend a class, it is the student's responsibility to demonstrate full understanding of the content and process by discussing with the instructor what needs to be done.

### **Grading criteria**

Child-centered art experiences: (painting, modeling, collage or textile)	25%
Literacy	25%
Music and movement	25%
Evaluations, réflexions, lab. participation, attendance	25%

Refer to each assignment in order to determine the weighting of each task.

### **Plagiarism**

Plagiarism will not be tolerated. Instructors reserve the right to use electronic plagiarism detection. Refer to the GPRC calendar for the policy on plagiarism.

### **Assignment Standards**

Students are expected to submit assignments which are professional in appearance and thorough in content. Assignments must respect due dates and late assignments are penalized by 5% per week. If an assignment is not received within two weeks of the due date, a grade of zero will be given for that assignment.

### **Class conduct**

It is the right of the student and the instructor to a favourable learning/teaching environment. Respect, dignity and engagement are expected from all participants. Cell phones should be turned off or set on vibrate during class time. All are expected to arrive in class on time, as tardiness is disruptive to the learning environment.

### **Grades**

<b>Alpha grade</b>	<b>4 point</b>	<b>percentage guidelines</b>	<b>designation</b>
<b>A+</b>	<b>4</b>	<b>90-100</b>	<b>excellent</b>
<b>A</b>	<b>4</b>	<b>85-89</b>	
<b>A-</b>	<b>3.7</b>	<b>80-84</b>	<b>very good</b>
<b>B+</b>	<b>3.3</b>	<b>76-79</b>	
<b>B</b>	<b>3.0</b>	<b>73-79</b>	<b>good</b>
<b>B-</b>	<b>2.7</b>	<b>70-73</b>	
<b>C+</b>	<b>2.3</b>	<b>67-69</b>	<b>satisfactory</b>
<b>C</b>	<b>2.0</b>	<b>64-66</b>	
<b>C-</b>	<b>1.7</b>	<b>60-63</b>	
<b>D+</b>	<b>1.3</b>	<b>55-59</b>	<b>minimal pass</b>
<b>D</b>	<b>1.0</b>	<b>50-54</b>	
<b>F</b>	<b>0.0</b>	<b>0-49</b>	<b>fail</b>

### **Topics to cover**

1. Creativity and the environmental conditions that foster the creative development of young children.
2. Child-centered art and how this approach supports physical, cognitive, emotional, social and artistic development during the early childhood years.

3. The important role the adult plays in the art experiences of young children.
4. The use of developmentally appropriate literature to support children's development and to instil a love of reading in young children.
5. A basic understanding of the musical development that takes place during early childhood years and how adults can support and promote that development in a child-centered program.

**Course schedule**

Wednesdays: This three hour class will consist mostly of classes that lend themselves well to distance learning: lectures, discussions, group activities.

Saturdays: This full-day class will consist of a variety of activities: evaluations and assessments, labs and literature activities.

A complete schedule will be forwarded October 10<sup>th</sup>.