



COURSE OUTLINE: ED0134 - CREATIVE EXPRESSION

Prepared: Dominique Lachapelle, B.A., RECE

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED0134: CREATIVE EXPRESSION
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course helps CICE students, with the assistance of 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, 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 to learn skills which will help them encourage each child to discover new ways of expressing her/himself through music, movement, and language.
Total Credits:	2
Hours/Week:	2
Total Hours:	28
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.



Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>												
Books and Required Resources:	<p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Educ Publisher: Queen`s Printer of Ontario Link available through LMS</p> <p>The Kindergarten Program 2016 by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario Link available through LMS</p> <p>Introduction to Curriculum for Early Childhood Education by Jennifer Paris, Kristin Beeve, and C Springer Publisher: An Open Educational Resorces Publication by College of the Canyons Edition: Versi PDF download from: https://open.umn.edu/opentextbooks/textbooks/introduction-to-curriculum-for-early-childhood-ec</p>												
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outco</p> <table border="1"> <thead> <tr> <th data-bbox="505 696 802 730">Course Outcome 1</th> <th data-bbox="802 696 1450 730">Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 730 802 996">1. Explain the relationship of early learning pedagogy to creativity.</td> <td data-bbox="802 730 1450 996"> 1.1. Discuss the creative process. 1.2. Describe factors that encourage and discourage creativity. 1.3. Explain the relationship of divergent thinking to creative expression. 1.4. Compare process-oriented experiences to product-oriented experiences. 1.5. Explain the relationship of the foundations and frames for learning to creativity. 1.6. Discuss the role of play in creative expression. </td> </tr> <tr> <th data-bbox="505 996 802 1031">Course Outcome 2</th> <th data-bbox="802 996 1450 1031">Learning Objectives for Course Outcome 2</th> </tr> <tr> <td data-bbox="505 1031 802 1196">2. Describe developmental sequences for the creative arts.</td> <td data-bbox="802 1031 1450 1196"> 2.1. Describe how children`s art develops. 2.2. Outline how musical development occurs. 2.3. Explain the development of movement (fundamental and perceptual awareness skills) in children. 2.4. Summarize development of creative dramatic play in children. </td> </tr> <tr> <th data-bbox="505 1196 802 1230">Course Outcome 3</th> <th data-bbox="802 1196 1450 1230">Learning Objectives for Course Outcome 3</th> </tr> <tr> <td data-bbox="505 1230 802 1458">3. Explain concepts children learn within the creative arts curriculum.</td> <td data-bbox="802 1230 1450 1458"> 3.1. Outline the value to child development through participation in visual arts, music, movement and creative drama. 3.2. Explain technical concepts related to each creative arts area that children will learn while engaged in visual arts, music, movement, and creative drama experiences. 3.3. Describe strategies for infusing culture and diversity within </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Explain the relationship of early learning pedagogy to creativity.	1.1. Discuss the creative process. 1.2. Describe factors that encourage and discourage creativity. 1.3. Explain the relationship of divergent thinking to creative expression. 1.4. Compare process-oriented experiences to product-oriented experiences. 1.5. Explain the relationship of the foundations and frames for learning to creativity. 1.6. Discuss the role of play in creative expression.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Describe developmental sequences for the creative arts.	2.1. Describe how children`s art develops. 2.2. Outline how musical development occurs. 2.3. Explain the development of movement (fundamental and perceptual awareness skills) in children. 2.4. Summarize development of creative dramatic play in children.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Explain concepts children learn within the creative arts curriculum.	3.1. Outline the value to child development through participation in visual arts, music, movement and creative drama. 3.2. Explain technical concepts related to each creative arts area that children will learn while engaged in visual arts, music, movement, and creative drama experiences. 3.3. Describe strategies for infusing culture and diversity within
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	the creative arts curriculum.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Recognize the considerations for creating individual learning spaces within the environment that support children's exploration and expression within each of the creative arts.	<p>4.1. Discuss considerations such as location, furniture, and storage in the design of the indoor and outdoor learning spaces to facilitate each of the creative arts areas.</p> <p>4.2. Outline the types of materials and activities that support open ended exploration and creative expression within each of the creative arts learning spaces.</p> <p>4.3. Indicate ethical and safety considerations that must be reviewed when creating safe spaces and providing materials to children within the creative arts learning areas.</p> <p>4.4. Describe strategies for infusing culture and diversity within the creative arts spaces.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Discuss the role of the educator in enhancing and supporting creativity.	<p>5.1. Explain the educator's role in supporting children's creative exploration and expression by providing meaningful and relevant activities within each creative arts area.</p> <p>5.2. Identify specific teaching strategies that encourage and support children's creative exploration and expression in each of the creative arts areas.</p> <p>5.3. Identify strategies that are used to extend the child's learning and support the child's ability to engage in self-reflection during creative experiences</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Projects	85%
Quizzes	15%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class & 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. 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.

B. 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 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 in layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. 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.

D. 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 that 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 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternative methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: September 7, 2022

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

