

**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

**AUTHOR:** Colleen Brady RECE, B.A., E.C.E.C.

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**DATE:** Sept. 2012 **PREVIOUS OUTLINE DATED:** 2011

**APPROVED:** "Angelique Lemay" Aug. 12

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**DEAN** **DATE**

**TOTAL CREDITS:** 2 credits

**PREREQUISITE(S):** none

**HOURS/WEEK:** 2 hours / week

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*School of Community Services and Interdisciplinary Studies*  
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## 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. Identify and support creativity in an inclusive early childhood environment.

##### Potential Elements of the Performance:

- Explain the dimensions of “creative thought” and theories of creativity.
- Describe how creativity develops.
- Identify practices that support creativity.
- Select appropriate activities and experiences that support creativity.

### Learning Outcome

#### 2. Plan and facilitate appropriate creative art experiences in an early childhood environment.

##### Potential Elements of the Performance:

- Define and select developmentally appropriate creative art experiences.
- Explain the value of creative art to child growth and development.
- Identify strategies to prepare and organize art experiences for young children.
- Create a portfolio of appropriate creative art experiences for early childhood.

### Learning Outcome

#### 3. Plan and facilitate appropriate creative dramatic experiences in an early childhood environment.

##### Potential Elements of the Performance

- Describe and select developmentally appropriate creative dramatic experiences.
- Explain the skills that children acquire when they are engaged in creative dramatics.
- Identify strategies to prepare and organize dramatic experiences for young children.
- Create a portfolio of appropriate creative dramatic experiences for early childhood.

### Learning Outcome

#### 4. Plan and facilitate appropriate creative music experiences in an early childhood environment.

##### Potential Elements of the Performance

- Identify and select appropriate creative music experiences.
- Describe the benefits of creative music to the growth and development of young children.

- Explain appropriate strategies to plan and support creative music in an early childhood environment.
- Create a portfolio of appropriate creative drama experiences.

### Learning Outcome

#### 5. Plan and facilitate appropriate creative movement experiences in an early childhood environment.

##### Potential Elements of the Performance

- Identify and select appropriate creative movement experiences.
- State the benefits of creative movement to the growth and development of young children.
- Explain appropriate strategies to plan and facilitate creative movement experience in an early childhood environment.
- Create a portfolio of appropriate creative movement experiences

### III. TOPICS:

#### Module 1: Understanding Children's Creative Thought and Expression

#### Module 2: Creative Art

#### Module 3: Creative Dramatics

#### Module 4: Creative Music

#### Module 5: Creative Movement

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

- Brady, Colleen (2012) Creative Expression in Early Childhood Education. Pearson Learning Solutions.
- \* 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)

#### Assignments

90%

**An outline of each assignment will be attached to the course syllabus and distributed to students in the first class. The assignment outlines will be 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.*

#### 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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.