



COURSE OUTLINE: ED 134 - CREATIVE EXPRESSION

Prepared: Colleen Brady

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

Course Code: Title	ED 134: CREATIVE EXPRESSION
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	18F
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 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:	30
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	ED 112
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas.
	VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
	VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
	VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
	VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability Skills (EES) addressed in	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.



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this course:

- 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 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:

Passing Grade: 50%, D

Books and Required Resources:

Creating Effective Learning Environments by Ingrid Crowther
 Publisher: Nelson Education Edition: 4th
 ISBN: 9780176531768

Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer,
 Publisher: Teacher College Press Edition: 3rd
 ISBN: 9780807755709

Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford,
 Publisher: Teacher College Press Edition: 3rd
 9780807758670

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1.Outline the influence of a creative arts program on healthy child development and learning.	1.1 Explain the value of creative experiences to the health and well being of young children. 1.2 Describe the various forms of creative expression. 1.3 Discuss effective teaching strategies that support and nurture creative expression in a variety of forms within an early learning program. 1.4 Recognize and describe the sequence of development that children progress through within each of the creative arts (visual art, music, movement, drama). 1.5 Define terms used and concepts that are applied within each of the specific creative arts areas being studied. 1.6 Research and recommend developmentally appropriate creative learning experiences that reflect current best practices.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Discuss and evaluate indoor and outdoor learning environments that nurture and sustain creative expression in early learning programs.	2.1 Outline the features of an effective learning area that supports each of the creative arts areas (art, music, movement, drama). 2.2 Examine and discuss appropriate materials and learning opportunities that reflect play based learning within each of the creative arts learning areas. 2.3 Analyze creative learning areas based on guidelines for best practices.
Course Outcome 3	Learning Objectives for Course Outcome 3



	<p>3. Explain various responsive teaching strategies early childhood educators use to support and nurture a child's curiosity and creative expression so that the child experiences a genuine sense of belonging and acceptance within the early learning environment.</p>	<p>3.1 Describe the forms of effective responses to nurture and sustain children's creative expression. 3.2 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>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>4. Demonstrate effective communication and critical thinking skills in all course expectations.</p>	<p>4.1 Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing. 4.2 Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication. 4.3 Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others. 4.4 Analyze, evaluate, and apply relevant information from a variety of reliable sources. 4.5 Manage the use of time and other resources to complete projects. 4.6 Use a variety of thinking skills to anticipate and solve problems</p>

<p>Evaluation Process and Grading System:</p>	<table border="1"> <thead> <tr> <th data-bbox="492 868 690 928">Evaluation Type</th> <th data-bbox="690 868 901 928">Evaluation Weight</th> <th data-bbox="901 868 1201 928">Course Outcome Assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 928 690 963">Projects</td> <td data-bbox="690 928 901 963">85%</td> <td data-bbox="901 928 1201 963">1,2,5,6,7,10</td> </tr> <tr> <td data-bbox="492 963 690 1006">Quizzes</td> <td data-bbox="690 963 901 1006">15%</td> <td data-bbox="901 963 1201 1006">1,2,5,6,7,10</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Course Outcome Assessed	Projects	85%	1,2,5,6,7,10	Quizzes	15%	1,2,5,6,7,10
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Date: June 22, 2018

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