



COURSE OUTLINE: ED0134 - CREATIVE EXPRESSION

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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.
Semesters/Terms:	21F
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, CICE students, with the assistance of a learning specialist will 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.
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>
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	How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Educ

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Resources:

Publisher: Queen's Printer of Ontario
 download the document for free @
<https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years>

The Kindergarten Program 2016 by Ontario Ministry of Education
 Publisher: Queen's Printer for Ontario
 download the document for free @ <https://www.ontario.ca/document/kindergarten-program-2016>

Introduction to Curriculum for Early Childhood Education by Jennifer Paris, Kristin Beeve, and C Springer
 Publisher: An Open Educational Resources Publication by College of the Canyons Edition: Versi
 PDF download from:
<https://open.umn.edu/opentextbooks/textbooks/introduction-to-curriculum-for-early-childhood-ed>

Course Outcomes and Learning Objectives:

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 outcomes.

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 the creative arts curriculum.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Recognize the considerations for creating individual learning spaces	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.

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	within the environment that support children’s exploration and expression within each of the creative arts.	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. 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. 4.4. Describe strategies for infusing culture and diversity within the creative arts spaces.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Discuss the role of the educator in enhancing and supporting creativity.	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. 5.2. Identify specific teaching strategies that encourage and support children’s creative exploration and expression in each of the creative arts areas. 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

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 al be available. When the Learning Specialist does attend classes he/she will remain as inconspic as possible.

A. Further modifications may be required as needed as the semester progresses based on indi 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 qu 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 stateme

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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 the 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:

August 29, 2021

Addendum:

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

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