



## COURSE OUTLINE: ED 134 - CREATIVE EXPRESSION

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Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 134: CREATIVE EXPRESSION
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	This course helps students learn to support children using poetry, music and dance as they respond to the world around them. This course is designed to help students develop a creative approach to music and to introduce skills that will help them encourage each child to discover new ways of expressing themselves through music, movement, creative visual arts and language.
<b>Total Credits:</b>	2
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	28
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	<p>VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.</p> <p>VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.</p> <p>VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.</p> <p>VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.</p> <p>VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>
<b>Essential Employability</b>	



<b>Skills (EES) addressed in this course:</b>	<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>								
<b>Course Evaluation:</b>	<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>								
<b>Books and Required Resources:</b>	<p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education  Publisher: Queen`s Printer of Ontario  Link provided on course learning management system.</p> <p>The Kindergarten Program 2016 by Ontario Ministry of Education  Publisher: Queen`s Printer for Ontario  Link provided on course learning management system.</p> <p>Introduction to Curriculum for Early Childhood Education by Jennifer Paris, Kristin Beeve, and Clint Springer  Publisher: An Open Educational Resorces Publication by College of the Canyons Edition: Version 1.1  Link provided on course learning management system.</p>								
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th data-bbox="505 1091 802 1126"><b>Course Outcome 1</b></th> <th data-bbox="802 1091 1455 1126"><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1126 802 1388">1. Explain the relationship of early learning pedagogy to creativity.</td> <td data-bbox="802 1126 1455 1388"> 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 1388 802 1423"><b>Course Outcome 2</b></th> <th data-bbox="802 1388 1455 1423"><b>Learning Objectives for Course Outcome 2</b></th> </tr> <tr> <td data-bbox="505 1423 802 1458">2. Describe developmental</td> <td data-bbox="802 1423 1455 1458">2.1. Describe how children`s art develops.</td> </tr> </tbody> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>	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.	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>	2. Describe developmental	2.1. Describe how children`s art develops.
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2. Describe developmental	2.1. Describe how children`s art develops.								

	sequences for the creative arts.	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.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	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.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	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.	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.  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.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	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:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Projects	85%
Quizzes	15%

**Date:**

June 21, 2024



**Addendum:**

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

