



COURSE OUTLINE: ED0134 - CREATIVE EXPRESSION

Prepared: Colleen Brady

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

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| Course Code: Title | ED0134: CREATIVE EXPRESSION |
| Program Number: Name | 1120: COMMUNITY INTEGRATN |
| Department: | C.I.C.E. |
| Semesters/Terms: | 19F |
| 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. |
| 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 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: | Passing Grade: 50%, D |
| Books and Required Resources: | <p>Creating Effective Learning Environments by Ingrid Crowther Publisher: Nelson Education Edition: 4th ISBN: 9780176531768</p> <p>Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer, Publisher: Teacher College Press Edition: 3rd ISBN: 9780807755709</p> <p>Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford, Publisher: Teacher College Press Edition: 3rd</p> |



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How does learning happen? Ontario's pedagogy for the early years. by Ontario Ministry of Education

Publisher: Queen's Printer of Ontario

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<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

The Kindergarten Program 2016 by Ontario Ministry of Education

Publisher: Queen's Printer for Ontario

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@https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf

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. 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 |
| 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. | 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. |



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| | Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| | 4. Communicate professionally in all written work and verbal interactions with others in the course | 4.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 4.2 Correctly cite the sources of their information within their written submissions following APA format 4.3 Be respectful, positive and open in all communication recognizing one`s own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 4.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals |
| | Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| | 5. Engage in reflective practice and demonstrate critical thinking skills | 5.1 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 5.2 Analyze, evaluate, and apply relevant information from a variety of sources. 5.3 Write an in-depth analysis of the learning that has taken place, the value of the derived learning to self / others, and articulate multiple connections between the learning experience and content from the course material, past learning, life experience and or future goals. 5.4 Manage the use of time and resources to complete projects in a timely manner. |

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 and to 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



so the 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 into 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 time to 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 alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

June 30, 2019

Addendum:

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

