



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:	20F, 21W
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: Please refer to program web page for a complete listing of program outcomes where applicable.	1030 - EARLY CHILDHOOD ED 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. 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. 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. 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. 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. VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years

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	sector and requirements of the College of Early Childhood Educators.	
Essential Employability Skills (EES) addressed in this course:	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.
	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
A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.		
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	
	How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Queen`s Printer of Ontario download the document for free @ http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf	
	The Kindergarten Program 2016 by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario download the document for free @https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf	
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

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	<p>learning program.</p> <p>1.4 Recognize and describe the sequence of development that children progress through within each of the creative arts (visual art, music, movement, drama).</p> <p>1.5 Define terms used and concepts that are applied within each of the specific creative arts areas being studied.</p> <p>1.6 Research and recommend developmentally appropriate creative learning experiences that reflect current best practices.</p>
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.	<p>2.1 Outline the features of an effective learning area that supports each of the creative arts areas (art, music, movement, drama).</p> <p>2.2 Examine and discuss appropriate materials and learning opportunities that reflect play based learning within each of the creative arts learning areas.</p> <p>2.3 Analyze creative learning areas based on guidelines for best practices.</p>
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.	<p>3.1 Describe the forms of effective responses to nurture and sustain children's creative expression.</p> <p>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>
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Communicate professionally in all written work and verbal interactions with others in the course	<p>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.</p> <p>4.2 Correctly cite the sources of their information within their written submissions following APA format</p> <p>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</p> <p>4.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Engage in reflective practice and demonstrate critical thinking skills	<p>5.1 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.</p> <p>5.2 Analyze, evaluate, and apply relevant information from a</p>

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	<p>variety of sources.</p> <p>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.</p> <p>5.4 Manage the use of time and resources to complete projects in a timely manner.</p>						
Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Projects</td><td>85%</td></tr> <tr> <td>Quizzes</td><td>15%</td></tr> </table>	Evaluation Type	Evaluation Weight	Projects	85%	Quizzes	15%
Evaluation Type	Evaluation Weight						
Projects	85%						
Quizzes	15%						
Date:	November 10, 2020						
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.						

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