



COURSE OUTLINE

ED 134

Prepared: Colleen Brady Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

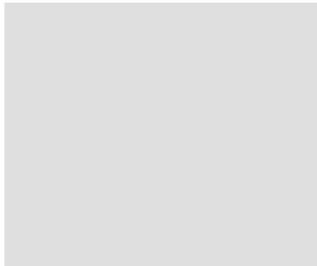
Course Code: Title	ED 134: CREATIVE EXPRESSION
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	17F
Course Description:	This course helps students to see the beginnings of poetry, music and dance as children respond to the world around them. As a teacher-directed 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
Substitutes:	ED 112
Vocational Learning Outcomes (VLO's): Please refer to program web page for a complete listing of program outcomes where applicable.	<p>#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.</p> <p>#2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.</p> <p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>#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.</p> <p>#8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.</p> <p>#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</p>
Essential Employability Skills (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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- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.

Course Evaluation:

Passing Grade: 50%, D

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Projects	85%
Quizzes	15%

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.

Outline the influence of a creative arts program on healthy child development and learning.

Learning Objectives 1.

- Explain the value of creative experiences to the health and well being of young children.
- Describe the various forms of creative expression.



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*Discuss effective teaching strategies that support and nurture creative expression in early childhood.

- Recognize and describe the sequence of development that children progress through within each of the creative arts (visual art, music, movement, drama).

*Define the terms and concepts associated with each creative arts area.

*Research and recommend developmentally appropriate creative learning experiences that reflect current best practices.

Course Outcome 2.

Discuss and evaluate indoor and outdoor learning environments that nurture and sustain creative expression in early learning programs.

Learning Objectives 2.

*Outline the features of an effective learning area that supports each of the creative arts areas (art, music, movement, drama).

*Examine and discuss appropriate materials and learning opportunities that reflect play based learning within each of the creative arts learning areas.

*Analyze creative learning areas based best practices.

Course Outcome 3.

Describe appropriate responses and inclusive strategies used to nurture a child's sense of belonging and acceptance during creative experiences.

Learning Objectives 3.

*Describe the forms of effective responses to nurture and sustain children's creative expression.

*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.

Course Outcome 4.

Demonstrate effective communication and critical thinking skills in all course expectations.



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Learning Objectives 4.

- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.
- 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.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Analyze, evaluate, and apply relevant information from a variety of reliable sources.
- Manage the use of time and other resources to complete projects.
- Use a variety of thinking skills to anticipate and solve problems

Date:

Wednesday, August 30, 2017

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