

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE- MARIE, ONTARIO

COURSE OUTLINE

Course Title Play, Art and Music Therapy
Code No. : MRC 221-2
Program: Developmental Services Worker
Semester: Fourth
Date: January 19 85
Author: Tiit Tammik and Laurie Ostertag

New

Revision

APPROVED:

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Chairperson

Date

Play Art and Music Therapy
COURSE TITLE

MRC 221-2
COURSE NUMBER

COURSE DESCRIPTION

Play art and music therapies will be studied in relation to how they can be used to enhance the overall human development and provide therapeutic experiences for developmentally handicapped persons. The theory, methodology and practicum activities components of this course will emphasize the role of the arts as a vehicle for developing the various (i.e. cognitive, social, emotional, sensori-motor, creativity, etc.) skills and aspects of the "whole" person.

COURSE GOALS

1. To develop an understanding of the potential and use of the arts as therapeutic and human development vehicles.
2. To develop an understanding of the theory, methodology and practical applications of play, art and music, as therapeutic and learning tools, to enhance the development of developmentally handicapped persons of all ages.
- 3- To develop an understanding of how play, art and music can be used to enhance the motor, cognitive, social, emotional and creativity development of developmentally handicapped persons.
4. To enhance the students* awareness and skilis to access and utilize community resources and services pertaining to play, art and music activities.

COURSE OBJECTIVES

To be able to critically discuss and demonstrate; through oral, written and involvement in practicum activities; an understanding of:

1. - how play art and music can be used to enhance the motor, cognitive, social, emotional and creativity development of developmentally handicapped person.
- 2- " the theory, methodology and practical applications of the arts and tools of therapy and human learning used to enhance the development of the "whole person".

COURSE OBJECTIVES cont'd

how to access and utilize community resources and services, pertaining to play, art and music activities for the benefit of developmentally handicapped persons of all ages.

METHODOLOGY:

Student learning will be facilitated by: lectures, class discussions, role plays, audio-visual presentations and guest lecturers/facilitators (when available).

TEXT

"Using the Creative Arts in Therapy" by Bernie Warren (editor) publisher, Croom Helm, London, England, 19 84.

NOTE: Additional readings and/or viewings of audio-visual materials will be assigned during the course at the discretion of the instructors. •

EVALUATION:

The overall final course grade will be 50%/50% average of each of the two instructors sections.

Students will be responsible for regular class attendance and participation in all areas of the course and for all assigned readings, practicum activities, assignments and tests as requested by the instructors.

NOTE: The course evaluation system may be modified at the discretion of the instructors.

SYLLABUS (Topics:)

T. Tammik's section; Introduction and music therapies (February 1 to March 22, 1985)

- introduction to course and review of course outline.
- play, art and music as vehicles of therapy and tools to enhance the learning of the "whole" developmentally handicapped person.

SYLLABUS cont'd

- theories, methodologies and practicum activities in music therapy.
- using music as a medium to enhance the motor, cognitive, social, emotional and creativity development of developmentally handicapped persons of all ages,
- planning, implementing and evaluating music therapy activities.

ASSIGNED READINGS (Tammik's Section)

1. Bernie Warren's "Using the Creative Arts in Therapy", pages 3 to 20 and p. 106 to 130.
2. From: "Music Educators Journal", April, 1982
 - p. 30 and 31- "Music for the Severely Handicapped"
 - p. 49, 50 and 63 to 67. "How to Adapt for Special Students."
 - p. 52 to 55. "Music Curriculum for the Handicapped."
3. From: "Music for Fun, Music for Learning." by Lois Birkenshaw publisher. Holt, Rinehart and Winston, Toronto, 1977.
 - "Relaxation. Co-ordination, Spatial Relationships and Body Rhythm,"
 - "Let's Listen: Auditory awareness, discrimination and sequencing." p, 27 to 44.
 - " Singing", p. 47 to 54.

NOTE: Additional readings may be assigned at the discretion of the instructor.

EVALUATION: (Tammik's section, 50% of overall course grade)

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|---------------------------------------|------------|
| 1. Attendance and class participation | 30% |
| 2. Completion of mini-assignments | 10% |
| 3. Music Therapy project | 30% |
| 4. Test (date T.3.A. in class) | 30% |
| | Total 100% |

SYLLABUS (Topics): L. Ostertag's section, March 29 to May 24/85

- introduction to Play & Art & review of outline.
- theories and methodology of play and art as a therapeutic Vehicle for developmental handicapped persons. (i.e., what is play and art to various age groups.)
- guest lectures re: movement community services and activities to enhance development
- demonstration and participation of play and art activities as a medium for all developmental aspects.

EVALUATION: (Ostertag's section, 50% of overall course grade)

1. Attendance and class participation
2. Art activity assignment
3. Test

NOTE: A final overall course grade of A, B, C or R will be awarded upon completion of all the course requirements, in accordance with the grading policy of the Developmental Services Worker Program,

i.e.: A = 85 to 100%

B = 75 to 84%

C = 60 to 74%

R == below 60%