

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**

**COURSE OUTLINE**

**Course Title**            CREATIVE EXPRESSION

**Code No.:**            ED112            Semester: Second (2)

**Programme:**        School of Human Sciences and Teacher Education

**Author:**            Kathy Nielsen

**Date:**            January 1996            **Previous Outline Dated:**    January 1995

**APPROVED:**

K. Debusaria  
Dean

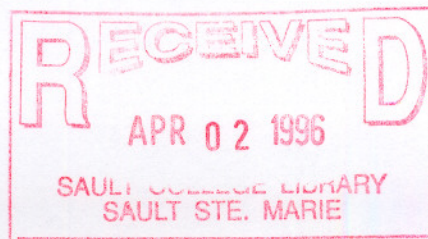
Jan 8/96  
Date

**Total Credits:**            **3**

**PREREQUISITE(S):**        **None**

**LENGTH OF COURSE:**    **16 weeks**

**TOTAL CREDIT HOURS:**   **48**



**I. 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.

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

**A. Learning Outcomes:**

- 1) Identify methods of prompting children to express themselves in creative ways.
- 2) Establish a repertoire of creative resource materials which represents a variety of media and techniques.
- 3) Structure activities which promote children's expressive abilities in music, dance puppetry and creative dramatics.
- 4) Gain practice and confidence in techniques of presenting developmentally appropriate and anti-biased expressive materials for children



**B. Learning Outcomes with Elements of Performance:**

- 1) Identify methods of prompting children to express themselves in creative ways.

**Elements of the performance:**

- Define what is creativity
- Identify methods for prompting creativity in children

This module will constitute 25% of the course's grade

- 2) Establish a repertoire of creative resource materials which represents a variety of media and techniques.

**Elements of the performance:**

- create the song and finger play file
- construct a hand puppet and finger puppet
- construct a hand held musical instrument

This module will constitute 25% of the course's grade

- 3) Structure activities which promote children's expressive abilities in music, movement, puppetry and creative dramatics.

**Elements of the performance:**

- Plan a circle form for music
- Plan a circle form for movement
- Plan a circle form for puppetry
- Plan a circle form for creative dramatics

This module will constitute 30% of the course's grade

- 4) Gain practice and confidence in techniques of presenting developmentally appropriate and anti-biased expressive materials for children.

### **Elements of Performance**

- Become aware of the bias present in literature and other medias in today's society
- choose appropriate (anti-bias, multicultural and age appropriate) materials for three different age settings (infant/ toddler, pre-school, school age)
- Familiarize and utilize expressive materials (such as puppets, musical instruments, pre-recorded music, and resource kits)
- Plan and execute a group time experience that would involve singing, finger playing, drama and movement. First time the group is with peers ( the student's own classmates in role play) and second demonstration is in a field placement setting.

This module will constitute 20% of the course's grade.

### **III. TOPICS:**

**Note:** These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in order below.

- 1.) Introduction to Creative Expression
- 2.) Creativity, Play and Art.
- 3.) Planning Presenting Creative Activities
- 4.) Music
- 5.) Creative Movement
- 6.) Puppetry and Storytelling
- 7.) Creative Dramatics
- 8.) Designing Creative Activities and Guiding Creative Growth

### **IV. Required Student Resources**

**Creative Expression and Play in Early Childhood Curriculum, Isenberg and Jalongo**

### **V. EVALUATION PROCESS/GRADING SYSTEM**

#### **MAJOR ASSIGNMENTS AND TESTING**

The students will be evaluated through both theoretical and practical applications in the college classroom, assigned readings, student projects, planning and implementing activities in field

placement. Students will be expected to conduct workshops and produce different forms of media presentations.

Attendance and participation are an essential elements in this process. Attendance will be taken and is worth 5% of the final mark. Participation is worth 5% of the final and is determined by the Professor. Criteria for participation includes: being involved in the presentations, workshops ( and not 'sitting on the sidelines').

2. **Class assignments and projects**  
Students will be evaluated on assignments based on the Isenberg text. (10%)
3. **Student-constructed musical instrument**  
Students will be evaluated on their ability to construct a hand held musical instrument suitable for a preschool child ( criteria attached) (10%)
4. **Student- constructed puppets - one hand and one finger puppet.**  
Students will be evaluated on their ability to construct a hand puppet and a finger puppet. These puppets will be suitable to use in the classroom with preschool children. Written pattern for each will accompany the puppets. (Criteria attached) (10%)
5. **Creative Expression File**  
Students will be evaluated on their ability to compose a file of songs, fingerplays, ideas for drama, movement, instruments, storytelling and puppets. This file will identify age appropriateness for three age groups (infant/toddler, preschooler, school age)  
The criteria for this project will be discussed in class. (15%)
6. **Circle plans**  
Students will write up and submit four circles (music, drama, puppetry and movement) using the circle planning form along with research on their subject matter. Due dates for each will be assigned in class. (10%)
7. **Presentation circle** to college class and presentation of circle in placement.  
Students will present for evaluation one of their four circle plans to their college class. This circle will then be presented for evaluation during their field placement this semester. Approved circle planning form and evaluation form from placement teacher must be returned to the instructor for a grade. Classroom presentation time scheduled with instructor. All circles presented by April 9, 1996. (10%)
8. **Accompany self on instrument**  
Students will learn to read a piece of music and accompany themselves on one of the

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instruments provided (orff, electric piano or autoharp) To be completed by April 9, 1996  
(10%)

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**Tests:**

test #1 **mid term** - time to be discussed in class (10%)

test #2 **final** - time to be discussed in class (15%)

**METHOD OF ASSESSMENT (GRADING METHOD)**

The following letter grades will be assigned in accordance with the Language and Communications Department Guidelines:

A+	Consistently outstanding	(90%-100%)
A	Outstanding achievement	(80%-89%)
B	Consistently above average achievement	(70%-79%)
C	Satisfactory or acceptable achievement	(60%-89%)
R	Repeat -- The student has not achieved the Objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance

**VI. SPECIAL NOTES**

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course material, order of presentation, and dates of tests and assignments as he/she deems necessary to meet the needs of students. Adequate notification will be given.

All assignments are due on the dates indicated by the instructor. The late policy of the E.C.E. department will be enforced (refer to NQA Contract guidelines).

If a student is unable to write a test on the required date, the instructor must be called

prior to the start of the test, or the student will receive a "0". Written documentation must be provided to substantiate the reason for not attending to write a test.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and /or such other penalty, up to and including expulsion from the course, as may be decided by the instructor.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the materials, it is the policy of the department to employ a documentation format for referencing source material.

**VII. PRIOR LEARNING ASSESSMENT:**  
**Not available at this time.**

