

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: **Creative Expression**

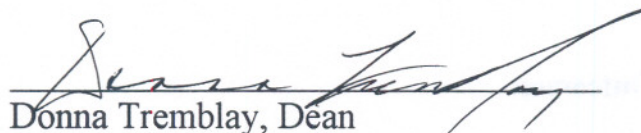
Code No.: **ED 112** Semester: **Second (2)**

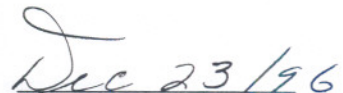
Program: **EARLY CHILDHOOD EDUCATION**

Author: **KATHY NIELSEN**

Date: **JANUARY 1997** Previous Outline Dated: **JANUARY, 1996**

APPROVED:

  
Donna Tremblay, Dean  
Health and Human Sciences and  
Teacher Education

  
Date Dec 23/96

**Total Credits: 3**

**PREREQUISITE(S): N/A**

**LENGTH OF COURSE: 15 weeks**

**TOTAL CREDIT HOURS: 45 HOURS**



**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-bias 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

- 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

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

**Elements of the performance:**

Plan a circle form for music  
Plan a circle form for dance  
Plan a circle form for puppetry  
Plan a circle form for creative dramatics  
Plan a circle form that integrates at least two of the media and techniques

- 4) Gain practice and confidence in techniques of presenting developmentally appropriate and anti-bias 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 ages)  
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 presentation is with peers ( the student's own classmates in role play) and second demonstration is in a field placement setting.



### III. TOPICS TO BE COVERED:

**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

**Text:**

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

### V. METHOD(S) OF EVALUATION

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 is determined by the Professor. Criteria for participation includes: being involved in the presentations, workshops (and not 'sitting on the sidelines'). **10%**

**Class assignments and projects** **10%**  
Students will be evaluated on assignments based on the Isenberg/Jalongo text

**Student-constructed musical instrument** **10%**  
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)

**Creative Expression File** 15%

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.

**Circle Plans** 10%

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

**Presentation Circle** 10%

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 in class by April 8, 1997

**Accompany self on instrument** 10%

Students will learn to read a piece of music and accompany themselves on one of the instruments provided (Orff, electric piano or autoharp) To be completed by April 11, 1997

**Tests**

<b>Test #1</b>	<b>midterm</b>	date to be discussed in class	<b>10%</b>
<b>Test #2</b>	<b>final</b>	date to be discussed in class	<b>15%</b>

## Grading

<b>A+</b>	<b>90-100</b>
<b>A</b>	<b>80-89</b>
<b>B</b>	<b>70-79</b>
<b>C</b>	<b>60-69</b>
<b>R</b>	<b>Repeat Course</b>

## VI. SPECIAL NOTES

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

The instructor reserves the right to modify the course as h/she deems necessary to meet the needs of students.

All assignments are due on the dates indicated by the instructor. The late policy of the E.C.E. department will be endorsed (refer to NQA Contract guidelines). NQA coupons will only be accepted to a maximum of 5 days late unless an exception is granted by instructor.

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 may be requested in order 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.

## CREATIVE EXPRESSION

STUDENT'S NAME: \_\_\_\_\_

### CREATIVE EXPRESSION FILE

#### 1. Organization (4)

container (1)

dividers (1)

categories (1)

order (1)

#### 2. Contents (6)

quality (1.5)

quantity (1)

appropriateness - age indicated (1.5)

variety (songs, F.P's, drama, movement,  
music, puppetry ideas) (2)



ED 112 CREATIVE EXPRESSION

CRITERIA FOR CONSTRUCTING AND EVALUATING  
A HAND HELD MUSICAL INSTRUMENT

STUDENT'S NAME: \_\_\_\_\_

MARKING SCHEME:

-----  
DURABILITY:

Sturdy

2

-----  
SAFETY:

Non-toxic materials  
No sharp edges  
Small parts secured  
No elastic bands or strings

2

-----  
WASHABLE:

Wiped  
Disinfected  
Varnish or finish

2

-----  
AESTHETICS:

Elements - colour, line, balance  
Well constructed

2

-----  
FUNCTION:

Pleasant sound  
Easily audible  
Appropriately sized for child  
Ease of use  
It does what it is supposed to do

2

-----  
INSTRUCTOR'S COMMENTS:

WORTH 10% TOWARDS FINAL MARK:

/10



ED 112 CREATIVE EXPRESSION

CRITERIA FOR CONSTRUCTING AND EVALUATING  
A HAND HELD  
PUPPET AND FINGER PUPPET

STUDENT'S NAME: \_\_\_\_\_

	MARKING SCHEME:	
	HAND	FINGER
<hr/>		
DURABILITY:		
Sturdy	1	1
Well sewn or glued		
<hr/>		
SAFETY:		
Non-toxic materials	2	2
No sharp edges		
Small parts secured		
<hr/>		
WASHABLE:		
Fabric used	1	1
Disinfected		
<hr/>		
AESTHETICS:		
Elements - colour, line, balance	2	2
Well constructed		
Fabric used		
<hr/>		
FUNCTION:		
Appropriately sized for child or teacher as indicated	2	2
Ease of use		
It does what it is supposed to do		
<hr/>		
PATTERN:		
Written pattern and instructions included	2	2
<hr/>		
TOTAL:	/10	/10

INSTRUCTOR'S COMMENTS:

BOTH PUPPETS WORTH TOTAL OF  
10% TOWARDS FINAL MARK =

/10

# CREATIVE EXPRESSION FILE

## CATEGORY IDEAS

1. Circle Ideas: group times
2. Dramatic Play: creative dramatics  
EDLC  
prop kits
3. Instruments/Music:
4. Songs:
5. Chants:
6. Finger Plays:
7. Puppets & Puppetry:
8. Movement: indoor/outdoor
9. Story Telling: flannel stories, draw and tell, prop stories, etc.
10. Teacher Resources: i.e. books, sources of information or equipment

## CIRCLE ASSESSMENT

NT: \_\_\_\_\_ PLACEMENT: \_\_\_\_\_

E GROUP: \_\_\_\_\_ DATE OF PRESENTATION: \_\_\_\_\_

BEHAVIOUR ITEM	REMARKS	MAXIMUM MARKS	STUDENT'S MARK
Introduction		1	
Body Oriented 1. Theme		1	
2. Appropriateness to age level Idea & Teacher Aids		1	
3. Knowing Material		1	
Length of Circle (appropriate)		1	
Awareness of: 1. Needs of group		1	
2. Individual needs		1	
3. Turns		1	
Responding to children encourages participation		1	
Flexibility improvises when needed		1	
Facial Expression enthusiasm/interest		1	
Voice: 1. Modulation Varies pitch		1	
2. Expression clear, distinct		1	
3. Enthusiasm demonstrates interest		1	
Conclusion		1	
Total Marks		15	

