

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Creative Expression

**CODE NO. :** ED 112

**SEMESTER:** 2

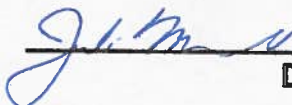
**PROGRAM:** Early Childhood Education

**AUTHOR:** Kathy Nielsen

**DATE:** Jan/2001

**PREVIOUS OUTLINE DATED:** Jan/00

**APPROVED:**

  
\_\_\_\_\_  
**DEAN**

  
\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**LENGTH OF COURSE:** 15 Weeks  
2 Hrs/Wk

**TOTAL CREDIT HOURS:** 30

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*For additional information, please contact Donna Tremblay, Dean*  
*School of Health, Human Services and Criminal Justice*  
*(705) 759-2554, Ext. 690*

**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 the 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

- 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, songs and other media 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 dramatic play 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.

This module will constitute 25% 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 RESOURCES/TEXTS/MATERIALS:**

**Text:**

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

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

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.

**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 design and construct, using the criteria provided, (see attached) a hand held instrument. This instrument must have a pleasing sound, be safe and durable. Instruments played by the mouth are not acceptable. (Due: Feb 7 /2001)

**Student-constructed hand and finger puppet** 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) (Due Mar 6 2001)

**Creative Expression File** 10%

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. (Due: March 20)

**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 the 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 3, 2001

<b>Tests (x2)</b>	<b>Mid Term</b>	<b>15%</b>
	<b>Final</b>	<b>15%</b>

**Note:** Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite. (24 hour voice mail – x572) Allowing the rewrite is at the professor’s discretion if the student had provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.

**Grading**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

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.

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

**Retention of course outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of "academic dishonesty" in *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 professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**CREATIVE EXPRESSION**  
**COURSE NAME**

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**ED 112 - 3**  
**CODE NO.**

**VII. PRIOR LEARNING ASSESSMENT: N/A**

**VIII DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.



**CREATIVE EXPRESSION FILE**

**STUDENT'S NAME**

1. Organization (4)

Container (1)

Dividers (1)

Categories (1)

Alphabetical 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:

2

Sturdy

SAFETY:

2

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

WASHABLE:

2

Wiped  
Disinfected  
Varnish or finish

AESTHETICS:

2

Elements - colour, line, balance  
Well constructed

FUNCTION:

2

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

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

DURABILITY: 1 1

Sturdy  
Well sewn or glued

SAFETY: 2 2

Non-toxic materials  
No sharp edges  
Small parts secured

WASHABLE: 1 1

Fabric used  
Disinfected

AESTHETICS: 2 2

Elements - colour, line, balance  
Well constructed  
Fabric used

FUNCTION: 2 2

Appropriately sized for child  
or teacher as indicated  
Ease of use  
It does what it is supposed to do

PATTERN: 2 2

Written pattern and  
instructions included

TOTAL: /10 /10

INSTRUCTOR'S COMMENTS:

BOTH PUPPETS WORTH TOTAL OF /10  
10% TOWARDS FINAL MARK =

GUIDE TO CIRCLE ASSESSMENT (ED112)

- CONTENT:**
- . cohesiveness - to follow regularly in natural order
  - . age appropriateness
  - . resourcefulness - creatively using materials
  - . knowing material
  - . circle length
  - . preparation - arranged ahead
    - well thought out
  - . appropriate language and grammar

- STRUCTURE:**
- Introduction:** assume control  
establish direction of circle
- Body:** meet objectives  
appropriateness of teaching aids
- Conclusion:** circle wrap up  
smooth transition to next activity

- PRESENTATION:**
- . meeting group and individual needs
  - . flexibility - responding to children
  - . spontaneous
  - . improvises when required
  - . stimulates children's interest
  - . encourages participation
  - . extends concepts
  - . enthusiasm

- FACIAL EXPRESSION  
AND BODY LANGUAGE:**
- . expressive
  - . pleasant
  - . interested
  - . approachable
  - . positive

- VOICE:**
- . pleasant
  - . expressive
  - . clear
  - . distinct
  - . enthusiastic

Student: \_\_\_\_\_ PLACEMENT: \_\_\_\_\_

Age 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	