

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CREATIVE EXPRESSION

Code No.: ED 112-3

Program: EARLY CHILDHOOD EDUCATION (E.C.E)

Semester: FIRST

Date: SEPTEMBER 1991 Previous Date: SEPTEMBER 1990

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APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

DATE:

June 17/91

COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION)
E.C.E. Program (Instructor: K. Nielsen)

CREATIVE EXPRESSION:

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.

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.

COURSE GOALS:

1. To provide students with resources and experiences which will enable them to stimulate children to participate in music activities, both planned and spontaneous.
2. To provide student with another avenue to reach and teach preschool children through songs and fingerplay, music and movement, books and language.
3. To provide students with an awareness to help them discriminate and determine what is most appropriate experience for young children in terms of quality, age level, sex and race stereo-typing, and basic life values.

TERMINAL OBJECTIVES:

The student will:

1. Through presenting a card file, demonstrate that he/she has a repertoire of songs, fingerplays, stories, and ideas suitable for use with preschool children in terms of quality, age-level appropriateness, sex and race stereotyping, the basic human values. (File categories similar to those used for picture file makes any cross-referencing easier.)
2. Demonstrate an awareness of the possibility for spontaneous use of music in the preschool by using such opportunities in field work placements.

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3. Demonstrate the ability to integrate experiences in movement, music and language for preschool children through planning and presenting a circle using these ingredients. Plan the circle around a theme and include ideas for extending this learning in two centres of the preschool.
4. Construct a musical instrument which would be suitable to use in the preschool.
5. Demonstrate the ability to accompany self on a portable instrument using a song which is appropriate for preschoolers.
6. Demonstrate the ability to plan/prepare and present a felt or paper story for preschoolers (Lab School Block).
7. Demonstrate the ability to create and present an appropriate puppet play for preschool children.

METHODOLOGY:

Learning will be facilitated through lecture and discussion; small group experiences relating to sensitivity to sound, rhythm and movement; singing of songs, exploration of resources for music in the preschool; film; workshops and research essays.

SYLLABUS:

WEEK 1-6

- A - Introduction to music, sound and rhythm relating to preschool growth and development.
- B - Planning for music groups.
- C - Designing and constructing a song and fingerplay file.
- D - Introduction to books and stories for toddlers and preschoolers.
- E - Implementing musical instruments in the preschool setting.
- F - Working with puppets and appropriate plays for preschoolers and school aged children.
- G - Art and Creative Development for young children, and how to implement the theory in preschool programmes
Readings: Bayless and Ramsey, pp. 3-74

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WEEK 7-10

- A - Test on material to date.
- B - Introduction to movement. Exploring movement. Exploring movement, beat and music for the toddler and preschooler.
- C - Exploring listening techniques, and understanding developmental body movement
- D - Introduction of movement group experiences as apply to developmental sequences
- E - Exploring creative expression for the exceptional child.
Readings: Bayless/Ramsey pp. 75-80, pp. 176-188

WEEK 11-15

- A - Introduction to drama - using Highscope philosophy
- B - Working with Orff concepts.
- C - Completing in-class circles.
- D - Facilitating creative expression in the classroom summary.
 - Readings may be assigned from the texts as well as those from other sources
 - Assignments marked with an * must be completed in order for the student to be assigned a successful grade. However, unless these projects are completed satisfactorily there is no guarantee of a passing grade.
 - The instructor reserves the right to change or alter the order of course material or dates of assignments and tests. Adequate notification will be given.
 - Students are responsible for text material, notes and assigned articles even if student is not in attendance

ASSIGNMENTS:

- Construct (written pattern) one hand puppet and one finger puppet.
DUE: October 28, 1991
- Student-constructed musical instrument - criteria presented in class
DUE: October 7, 1991
- Accompanying self on instrument - orff and autoharp provided
NOW UNTIL December 16, 1991
- File of songs, fingerplays, ideas (stories, poems, etc.).
FINAL - December 2, 1991

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- Circle plans -- will write up and submit 4 circles (music, drama, puppetry and movement)
DUE - All to be completed December 6, 1991
- Students will present for evaluation, one circle in class.
DUE - To be completed December 6, 1991
- Student will present, during field placement, for evaluation, one circle to preschoolers. The plan must be presented and approved by supervisor and instructor prior to circle presentation.
DUE - To be completed December 13, 1991
- Essay on facilitating preschool creativity. This will be a research essay using at least 3 references explaining how you, as a teacher would facilitate creative expression in your classroom.

FINAL DATE: November 29, 1991

- Mid-Term: Week 7

TEXTS:

Required text:

Music: A way of life for the young child, Boyless and Ramsey/Merrill Publishing

Art & Creative Development for Young Children, by Robert Schirrmocher

Suggested texts for preschool teachers:

1. Song Stories That Spin Themselves, Molly A. Morgenroth, Pacific Oaks Press
2. Lucille Panabaker Song Book, Lucille Panabaker, Peter Martin Associates, or Lucille Panabaker's Second Song Book
3. Children Discover Music and Dance, Emma Sheehy, Teachers College Press
4. Puppet Plays and Puppet-Making, Burton and Rita Marks
5. The Circle Round, Phyllis Wiekhart

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EVALUATION:

Participation	10%
* Hand-made Instrument	10%
Accompanying Self	5%
* Song File Collection	10%
* Hand-Made Puppets	10%
Puppet Play	5%
* Circle Plans With Theme (and ideas for extending)	10%
* Circle Presentation	10%
Mid-Term (toward final)	15%
* Essay	15%
Total =	<u>100%</u>

COLLEGE GRADING SYSTEM

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60- 69%
- R = Less than 60% (Must repeat course)

Assignments **WILL NOT** be accepted for grading past due dates without adequate written consultation with the instructor.

All assignments marked with * must be completed before a successful grade can be assigned.

SPECIAL NOTES

Students with special needs (eg. 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 as he/she deems necessary to meet the needs of students.