

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CREATIVE EXPRESSION

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Code No.: ED 112-3

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

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Semester: FIRST

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Date: SEPTEMBER 1992 Previous Date: SEPTEMBER 1991

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APPROVED:

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School of Human Sciences and  
Teacher Education

DATE:

*June 2012*



**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION)**  
E.C.E. Program (Professor: K. Nielsen/M. ROBB)

**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.

**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION) Cont'd**  
E.C.E. Program

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.

**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 creative activities in the preschool; film; workshops and research essays.

**SYLLABUS:**

**Week 1: August 31 - September 4**

1. review texts
2. review course outline
3. review assignments/projects

**Readings for Week 2:** Schirmmacher Unit 5 & 6  
Edwards pp 1-8

**Week 2: September 7 - 11**

1. criteria for student constructed musical instrument
2. introduction to creativity
3. What is creativity?
4. importance of creativity

**Readings for Week 3:** Hendrick chapter 13

**Week 3: September 14 - 18**

1. creative thinking

**Assignment:** Schirmmacher pp 56-57 Review questions A,C,E  
pp 67-68 Review questions A,B,C

**Readings for Week 4:** Hendricks, pp 379-388  
Handouts

**Week 4: September 21-25 or September 28 - October 2**

1. Planning and presenting creative activities.  
- planning for group times

**Readings for week 5 & 6:** Edwards, pp 27-57

**Assignment:** Student constructed musical instruments due Sept. 25 or Oct. 2

**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION) Cont'd**  
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**Week 5: October 5 - 9**

1. Music
    - musical development
    - What is music? sound, tone, rhythm
    - music fundamentals
- \*Schirmacher questions due**

**Week 6: October 12-16**

1. Music
  - listening activities
  - implementing musical instruments in the classroom
  - songs, fingerplays

**Readings:** Handouts as assigned

**Week 7: October 19-23**

**\*\* MID-TERM TEST**

1. Puppetry
  - the puppet as a process
  - criteria for student constructed puppets (hand & finger)

**Week 8: October 26-30**

1. Puppetry
  - puppet making for children
  - puppettelling and puppeteaching

**Assignment:** Music Circle due

**Readings for week 9 & 10:** Edwards pp 27-57

**Week 9: November 2-6**

1. Movement
  - kinesthetic awareness
  - basic body movements - developmental

**Week 10: November 9-13**

1. Movement
  - movement & music
  - creative movement
  - the exceptional child

**Assignment:** Puppetry Circle due

**Readings for week 11 & 12:** Edwards, pp 91-113

**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION) Cont'd**  
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**Week 11: November 16-20**

1. Drama  
- introduction to drama

**Assignment:** \* Student constructed puppets due by Nov. 20

**Readings:** Handout - Creative Dramatics

**Week 12: November 23-27**

1. Drama  
- role playing

**Assignment:** \* Movement Circle due by Nov. 27

**Readings for week 13 & 14:** Edwards pp 143-164

**Week 13: November 30 - December 4**

1. Storytelling and language video  
- reading stories  
- alternative storytelling - **Note:** book forms

**Assignment:** \* Essay due November 30, 1992.

**Week 14: December 7-11**

1. Storytelling  
- rhymes, poems

**Assignments:** \* Creative Expression File Due by December 11, 1992

\* Drama Circle due by December 11, 1992

**Week 15: December 14-18**

1. in class circle presentations
2. last date for presenting in-class circles
- \* Circle and evaluation due by December 18, 1992
3. last date to accompany self on instrument

**Week 16: December 21-23**

1. on going in-class presentations

**NOTES:**

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.

**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION) Cont'd**  
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**ASSIGNMENTS:**

1. Student-constructed musical instrument - criteria presented in class  
**Due: November 20, 1992**
2. Construct (written pattern) one hand puppet and one finger puppet.  
**Due: September 25, 1992 Group B**  
**Due: October 2, 1992 Group A**
3. Essay on facilitating preschool creativity. This will be a research essay using at least three references explaining how you, as a teacher would facilitate creative expression in your classroom through movement, drama, music, puppetry or art. Include the value or benefits to the child.  
**Final date: November 30, 1992**
4. Circle plans - will write up and submit four circles (music, drama, puppetry and movement)  
**Due: All to be completed by December 9, 1992.**
5. File of songs, fingerplays. Ideas for drama, movement, instruments, puppets, storytelling.  
**Due: December 11, 1992**
6. Accompanying self on instrument - orff and autoharp provided  
**Now until December 16, 1992**
7. Students will present for evaluation: one circle in class.  
**Now until December 16, 1992**
8. 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. The approved circle planning form and evaluation form must be returned to the instructor for a grade.  
**Now until December 16, 1992**

**TEXTS:**

Required text:

**Affective Development and the Creative Arts**, by Linda Carol Edwards

**Art & Creative Development for Young Children**, by Robert Schirrmocher

**The Whole Child**, by Joanne Hendrick

**COURSE OUTLINE - ED 112-3 (CREATIVE EXPRESSION) Cont'd**  
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**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. Round the Circle, Phyllis Wiekhart
6. Puppetry in Early Childhood Education, Tamara Hunt and Nancy Renfro

**EVALUATION:**

Participation .....	10%
* Hand-made Instrument .....	10%
Accompanying Self .....	5%
* Creative Expression File .....	10%
* Hand-Made Puppets .....	10%
Question Sheets - Schirrmacher .....	5%
* 4 Circle Plans With Theme (and ideas for extending) .....	10%
* Circle Presentation (presented in placement) .....	10%
Mid-Term (toward final) .....	15%
* Essay .....	15%
Total =	<u>100%</u>

**NOTE:** 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.

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**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. A late policy will be enforced.

**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.

## CIRCLE ASSESSMENT

STUDENT: \_\_\_\_\_ PLACEMENT: \_\_\_\_\_

AGE GROUP: \_\_\_\_\_ DATE OF PRESENTATION: \_\_\_\_\_

BEHAVIOUR ITEM	REMARKS	MAXIMUM MARKS	STUDENT'S MARK
Introduction		1	
Body Oriented		1	
1. Theme		1	
2. Appropriateness to age level Idea & Teacher Aids		1	
3. Knowing Material		1	
Length of Circle (appropriate)		1	
Awareness of:		1	
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	
1. Modulation Varies pitch		1	
2. Expression clear, distinct		1	
3. Enthusiasm demonstrates interest		1	
Conclusion		1	
Total Marks		15	



- DURABILITY:** Sturdy  
Well sewn or glued
- SAFETY:** Non toxic materials  
No sharp edges  
Small parts secured
- WASHABLE:** Fabric used  
Disinfected
- AESTHETICS:** Elements - colour, line, balance  
Well constructed  
Fabric used
- FUNCTION:** Appropriately sized for child or teacher  
as indicated  
Ease of use  
It does what it is supposed to do
- NOTE:** Written pattern and instructions included

ED112 CREATIVE EXPRESSION

CRITERIA FOR CONSTRUCTING AND EVALUATING  
A HAND HELD MUSICAL INSTRUMENT

DURABILITY: Sturdy

SAFETY: Non toxic materials  
No sharp edges  
Small parts secured  
No elastic bands as strings

WASHABLE: Wiped  
Disinfected  
Varnish or finish

AESTHETICS: Elements - colour, line, balance  
Well constructed

FUNCTION: Pleasing sound  
easily audible  
appropriately sized for child  
ease of use  
it does what it is supposed to do