

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Creative Expression

Code No.: ED 112

Semester: Two

Program: EARLY CHILDHOOD EDUCATION

Author: KATHY NIELSEN

Date: January 1999

Previous Outline Date: Jan 98

Approved:

A handwritten signature in black ink, appearing to read "D. Tremblay".

D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:

A handwritten date in black ink, "Dec 22/98", underlined.

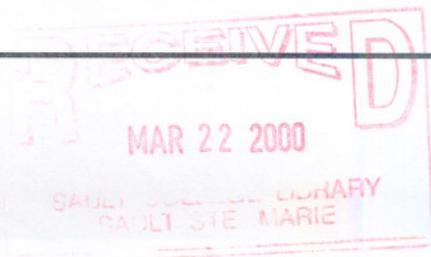
Total Credits: 3

Prerequisite(s): NONE

Length of Course: 16

Total Credit Hours: 45

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and Teacher Education, (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 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 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 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.

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

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 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 Jan. 29/99)

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 5)

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 Apr. 2)

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 9, 1999

Tests (x2)

Mid Term	15%
Final	15%

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

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

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.

VII. PRIOR LEARNING ASSESSMENT: N/A

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
PUPPET AND FINGER PUPPET

STUDENT'S NAME: _____

MARKING SCHEME:
HAND FINGER

DURABILITY:

Sturdy	1	1
Well sewn or glued		

SAFETY:

Non-toxic materials	2	2
No sharp edges		
Small parts secured		

WASHABLE:

Fabric used	1	1
Disinfected		

AESTHETICS:

Elements - colour, line, balance	2	2
Well constructed		
Fabric used		

FUNCTION:

Appropriately sized for child or teacher as indicated	2	2
Ease of use		
It does what it is supposed to do		

PATTERN:

Written pattern and instructions included	2	2
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TOTAL:

/10	/10
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INSTRUCTOR'S COMMENTS:

BOTH PUPPETS WORTH TOTAL OF
10% TOWARDS FINAL MARK =

/10

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

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