

**Grande Prairie Regional College
Department of Early Childhood
CD1050, ART, LITERATURE AND MUSIC**

Dates: September 11th – November 27, 2000.

Hours: 45

Credits: 3

SEP 27 2000

Instructor: Jane Howes, B.ED., Special Education, ECD Diploma.

Office : H132

Office Hours: Tuesday 1:30 – 4:30 p.m. or by appointment.

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Class Times: Monday 9:00a.m-12:00p.m. - 1:00 p.m.- 4:00 p.m. – class weeks

Text: Student pack-GPRC book store .

Prerequisite: None

Course Description:

A practical course which explores children's art , literature and music from a child-centered perspective.

Class Format:

Class time will be comprised of labs, discussion, small group and class activities. Student participation is essential for success in this course.

Course Objectives:

On successful completion of this course, students will be able to:

- Establish a developmentally appropriate art programme for young children.
- to establish a developmentally appropriate , child-centered literature programme in a preschool setting
- to establish a developmentally appropriate , child-centered music and movement program for young children in preschool settings .

Teaching Methods: A.V. materials, handout and text readings, in-class and out-of-class assignments, collaborative and active learning, and lectures will be used.

Grading Policy: A final grade of 4 (50%) must be obtained in order to pass this course.
Student Evaluation:
Assignments : 70 %

Assignment #1 –10%

Based on the labs we have done in class students will decide on art experiences they would like to do and will set them up in the Children's Centre during a morning session in October.

- The session will be video taped by students and there will be discussion afterwards focussing on the following:
- most popular experiences - discuss why they were appealing
- sensory appeal of materials
- age appropriateness of materials
- set up of materials to promote curiosity and autonomy
- types of concepts the children were being exposed to as they manipulated the materials

Assignment #2–10%

Assess an art centre in your practicum and expand on the centre- pictures of the centre before and after are required.

Set up of the centre also includes the addition of found materials - ask your instructor for sources of materials- some will be available through the instructor. Share in small groups in class about your adaptations to the centre. Questions to discuss will be generated during class discussion on art area set up.

Assignment #3–10%

Research an author of your choice. This will be partially researched during class time.

Assignment #4–10%

Plan a child-centered art experience for children and carry it out in your practicum.

Assignment #5–10%

Plan a story and use a prop of some sort to go with your story. In small groups of 3 share your stories with peers. Provide feedback to participants about the materials and their chosen method of presentation.

Assignment #6–10%

Plan a music and movement experience for children that can be carried out in your practicum as well as with your peers. This can include within it the use of poetry, songs or musical instruments

Assignment #7–10%

Whole Class Project-

As a group, we will share songs and finger plays with each other. These will be shared in large and small groups and posted on the walls. This will be done throughout the semester. It will be the student's responsibility to compile these in a format that works for the student. (i.e. file cards, booklet, computer disc etc.)

In Class Tasks: 30% (article readings, video questions, labs/ group work)

Labs: 20%

The following labs will be carried out during class: weaving, collage, painting on different surfaces, finger painting, modelling materials - box construction, paper- mache, clay, platercine, play dough, movement and music lab, shadow puppet and body shadow lab.

A schedule will be set out at the first class, as students will be assisting in the set up of these labs. The instructor will provide all the materials necessary.

Throughout the semester, there may be a number of in- class tasks that will be graded. Students who miss the class in which the task is completed may be required to complete it outside of class time.

Other tasks: 10%

- answering and discussing questions related to articles and videos
- Presenting concepts discussed in class to classmates or observations in practicum related to art, literature or music that will be discussed in class.

Attendance:

Much of the learning in class is experiential. Therefore attendance and appropriate participation are essential. If you miss any classes please arrange for another student to inform you of in-class experiences.

Students are responsible for information from lectures, assigned readings, in-class assignments, obtaining handouts and for any announcements made in class. If a student is unable to attend a class, it his/her responsibility to find out what was missed.

Late Policy:

Assignments must be received by 4:30 p.m. on the day they are due or as stipulated by the instructor. Late assignments will incur an initial 5% loss and then a 5% loss per week.

Extensions may be negotiated for exceptional circumstances if the request is made prior to the due date.

Assignment Standards:

The student should read and utilize the guideline for assignments as outlined in the Early Childhood Development Student Handbook.

Grades:

9-POINT GRADE	PERCENTAGE EQUIV.	DESIGNATION
9	90-100	EXCELLENT
8	80-89	EXCELLENT
7	72-79	GOOD

6	65-71	GOOD
5	57-64	PASS
4	45-49	PASS
3	45-49	FAIL
2	26-44	FAIL
1	0-25	FAIL

Class Conduct:

It is the right of the student and instructor to a favourable learning/teaching environment. It is the responsibility of both the instructor and student to engage in appropriate adult behaviour that positively supports learning.

Class Policies:

- Unless otherwise indicated, **assignments must be typed** or neatly printed and double-spaced. All assignments are due in-class or by 4:30 on the assigned due date. **Absences from a scheduled assignment presentation date will result in a grade of 0.** (without valid reason -i.e. illness, family crisis)
- Graded assignments will be returned a.s.a.p.
- Eating in class is both messy and distracting. Please limit your snacking to before or after class or the mid-point break and dispose of your bottles and juice cans in the recycle bin in the classroom. Please dispose food wrappers or other waste in the garbage at the end of the day as it is your responsibility to maintain your classroom.

Class Schedule

Date	Topic:
Sept. 11	<p>A.M.</p> <ul style="list-style-type: none"> • Stories and songs (ongoing throughout semester) • Schedule, Assignments, Readings, Requirements. • Videos & overheads on child-centered art, lab on child-centered art <p>P.M.</p> <ul style="list-style-type: none"> • Lecture on stages of art, article readings and assessment of children's art. • Talking to children about their art: article readings and exercises

<p>Sept. 18</p>	<ul style="list-style-type: none"> • Stories and Songs <p>Labs :</p> <p>A.M.</p> <p>Paint Labs.</p> <p>Making paint base, trying different types of paint, (pallets, powder, liquid, pre-mixed) , paper types (newsprint, glossy surfaced and cartridge paper) and different found paint surfaces.</p> <p>P.M.</p> <p>Collage Labs: different surfaces and types of textures and glues.</p> <ul style="list-style-type: none"> • Readings: Fostering Creativity in Young Children
<p>Sept. 24</p>	<ul style="list-style-type: none"> • Stories and Songs <p>Labs:</p> <p>Video: 3-Dimensional Art.</p> <p>A.M.-weaving and 3-dimensional construction using clay, paper mache and recycled paper and foam packaging.</p> <p>P.M.</p> <ul style="list-style-type: none"> • Analysis of set-up +components (space, materials, organization) for successful art experiences for young children. • Discuss assignment # 2 (analysis of an art centre) • Co-ordination of activity set-up in Children's Centre on October 2.

Nov. 6	<p>A.M.</p> <ul style="list-style-type: none"> ▪ Student Presentation of art centre adaptations during practicum. • Songs and stories -bring a child's fairy tale book and one other child's book to class. • Lecture and Discussion regarding the power of fairy tales. • Categorize books into types and discuss developmental aspects of these book types. <p>P.M.</p> <ul style="list-style-type: none"> ▪ Review story techniques presented over course length. • Video : story telling techniques • Story telling Lab <p>In small groups improvise stories with props - present to larger group. Types of story types that can be improvised: puppet stories/shadow puppets/oral/singing/dramatizations/flip chart/drawing stories/chanting or repetition component to story/unique format</p> <p>Note; Reading a book is not acceptable in this lab, however your story can originate from a book.</p>
Nov. 13	<p>A.M.</p> <ul style="list-style-type: none"> ▪ Discussion of the developmental sequence of children's growth in musical ability • Author presentations • Outline components of a music program for young children <p>Discussion of assignment #6</p> <p>P.M.</p> <ul style="list-style-type: none"> ▪ Videos: Music Across the Curriculum / Growing with Music • Article Readings: <ul style="list-style-type: none"> Poetry: The Tools of the Classroom Magician Singing with Children is a Cinch. The Song Inside of Me. • In class work on music and movement experiences for young children.

Nov.20	<p>A.M.</p> <p>Lab:</p> <ul style="list-style-type: none"> • Using music improvise some music games /experiences that could be done with young children i.e. chants, chant stories, movement to music tones, games with sound effects. • Outline components of creative drama for young children. • Video: Creative Drama <p>P.M.</p> <p>Lab:</p> <ul style="list-style-type: none"> • Movement with music, poetry and props Initial games: – “musical drawings” and “frog jump” • Choose a poem or song that you can dramatize choosing a variety of ways: body shadow puppets, body bags, paper shadow puppets, mime, costumes or other props. • Final evaluation
Nov.27	<p>A.M. ONLY (No afternoon class.)</p> <ul style="list-style-type: none"> • Assignment #5 - presentation of stories within small groups. • Assignment #6 – student movement experiences shared with group. • Summary of course.