

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

PROGRAMMING IV

CD215

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PROGRAMMING IV

COMPETENCIES

1

Students will understand the various possibilities for movement with young children.

2

Students will be able to incorporate expressive movement experiences in a preschool program.

3

Students will become familiar with the component of music necessary for a preschool program.

4

Students will be able to plan for individual and group experiences which develop musical concepts and skills.

5

Students will understand the nature of creative drama.

6

Students will be able to plan an experience in creative drama for preschool children.

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Students will understand the various possibilities for movement with young children.

Learning Tasks:

1. Explore and analyze movement possibilities.
2. Learn a vocabulary for encouraging a child to explore movement in the following categories: spatial relationships, body awareness and coordination.
3. Observe a child's movements and describe them in the context of the categories learned in the above task.

Students will be able to incorporate expressive movement experiences in a preschool program.

Learning Tasks:

1. Discuss methods of encouraging expressive movement with groups of children. Develop a list of categories which will aid in planning effective group experiences.
2. Practice in class, moving to a stimulus, a story, and music. Discuss children's readiness for different movement activities and pacing.
3. Plan a creative movement experience for children. After implementing the experience, assess it. Use the "Guidelines for Assessing Movement Experience."

Students will become familiar with the components of music necessary for a preschool program.

Learning Tasks:

1. Read and discuss how musical experiences aid in the development of listening skills: auditory awareness, auditory discrimination, auditory sequencing and memory. Practice activities in class, noting objectives.
2. Learn about the following singing activities:
 - a) echo singing
 - b) tone matching
 - c) question and answer singing
 - d) musical conversations
 - e) songs: simple, pentatonic, folkImprovise words or sounds to one song.
3. Discover the different properties and sounds of instruments appropriate to preschool situations. Practice using them for self-expression and accompaniment.
4. Learn how to identify and establish a beat in words, chants, poems and songs.
5. Discuss the basic reason for musical notation and learn a simple rhythmic notation.
6. Develop a music fact sheet, including vocabulary, important for a personal understanding of basic music concepts.

Students will be able to plan for individual and group experiences which develop musical concept and skills.

Learning Tasks:

1. Discuss the teacher's role in incidental and directed musical experiences.
2. Discuss components of directed musical experiences.
3. Review child development and relate to musical expectations.
4. Observe an incidental musical experience and record it, noting the musical significance.
5. Plan, implement and assess a musical experience with a group of children.

Students will understand the nature of creative drama.
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Learning Tasks:

1. Differentiate between creative drama, dramatic play and theatre.
2. Examine the goals of creative drama for the adult and the child learner.
3. Discuss creativity. Participate in a mini-workshop and share ideas that encourage creative thinking.
4. Explore basic art elements as a resource for drama: space, movement, rhythm, line, shape, colour, texture.
5. Explore storytelling as a resource for creative dramatics. Emphasis will be on fairy tales and folk tales.

Students will be able to plan an experience in creative drama for preschool children.

Learning Tasks:

1. Discuss the component of creative drama and procedures which encourage expression.
2. Experience creative drama.
3. Plan, implement and assess an experience in creative dramatics with young children.