

CAPILANO UNIVERSITY
COURSE OUTLINE

TERM: FALL 2013	COURSE NO: MT 450
INSTRUCTOR:	COURSE NAME: Music and the Creative Arts I
OFFICE: LOCAL:	SECTION NO:
EMAIL:	COURSE CREDITS: 1.5

COURSE FORMAT: 2 instructional hours per week for 15 weeks.

COURSE PREREQUISITES: MT 350

COURSE OBJECTIVE: This course will introduce students to integrating other creative arts therapies approaches into music therapy practice.

LEARNING OUTCOMES: Students who successfully complete this course should be competent in:

- articulating the rationale and methods behind integrating other creative arts therapies methods and components with music therapy;
- articulating personal and pedagogic experiences about music and the creative arts as applied to a variety of client populations.

REQUIRED TEXT: None.

REQUIRED READINGS:

Crenshaw, D. (2006). Neuroscience and trauma treatment: Implications for creative arts therapists. In L. Carey (Ed.), *Expressive and Creative Arts Methods for Trauma Survivors*. (pp. 21-38). London: Jessica Kingsley Publishers.

Kashyap, T. (2005). *My Body, My Wisdom: A Handbook of Creative Dance Therapy*. London: Penguin.

Zwerling, I. (1989). The creative arts therapies as “real therapies”. *American Journal of Dance Therapy*, 11(1), 19-26

RECOMMENDED READINGS:

Levine, S. (2009). Trauma, tragedy, therapy: Toward a Dionysian Poiesis. In *Trauma, Tragedy, Therapy: The Arts and Human Suffering*. London: Jessica Kingsley Publishers.

The Epic of Gilgamesh: <http://gilgamesh.psnr.pl/>

Chase, K. (2007). *Land of Stone: Breaking Silence through Poetry*. Detroit: Wayne State University Press.

COURSE CONTENT:

Week	Content	Readings
1	Introduction to poetry in therapy.	
2	Poetry continued: “This is my voice” poems.	
3	Study guides Songwriting basics	Study guide due
4	Symbols of the Self	
5	Archetypes and Metaphors	
6	Dance/movement	
7	Mandalas	

Week	Content	Readings
8	Creative arts group therapy examples	
9	GIM demonstration	
10	Dance your Archetype	
11	Dance your Archetype	
12	Songwriting performances	
13	Songwriting performances	
14/15	Course Review	

EVALUATION PROFILE:

- 1. Therapeutic poetry and songwriting..... 30%
- 2. Essay on validity in the creative arts 30%
- 3. Study guide on required readings 10%
- 4. Dance your archetype 20%
- 5. Participation 10%
- TOTAL..... 100%**

GRADING PROFILE:

A+ = 90-100%	B+ = 77-79%	C+ = 67-69%	D = 50-59%
A = 85-89%	B = 73-76%	C = 63-66%	F = 0-49%
A- = 80-84%	B- = 70-72%	C- = 60-62%	

DUE DATES:

- Study guide based on all required readings
- Essay
- Poetry assignment (written portion)
- In-class poetry/song presentations.....
- Dance your archetype

ASSIGNMENTS:

Therapeutic poetry and songwriting

- 1. Select a previously published (in a book or online) poem with therapeutic potential that has not previously been set to music. The poem cannot be your own.
- 2. Write an original melody and accompany yourself on an instrument. You can use computer technology for back-up sounds/accompaniment, but you must perform your song on an instrument.
- 3. Performance day:
 - a) State the title of the poem and author. Read the poem out loud slowly and articulately, using an expressive verbal style suited to the poem.
 - b) Sing the song using music that expresses the emotional and/or metaphoric/symbolic content of the text.
 - c) Discuss with the class the potential therapeutic message(s), applications, population(s) the song suits, and any adaptations and variations of the poem in a clinical setting.
- 4. Participate in discussion and give feedback to classmates who perform.
- 5. Submit your poem in a Word document and the items under 3c by e-mail to your instructor with your name on the assignment by the deadline:

Essay

Music therapy and the creative arts can be slippery topics to explain, to demonstrate the value of, and to justify. Quantitative studies seem to be more credible than arts-based ones. In this paper, discuss ways in which arts-based research can be written up in ways that can convince the reader that the creative process is a valid one. Use at least four references to offer ways that can frame the creative process (such as a music therapy case study) using a structure that provides credibility to the process. Word limit: 1500. Grade is based on demonstration of depth of knowledge; strong, clear, interesting central idea; central idea is developed; paragraphs are unified; argument or premise is convincing; references are cited in APA; excellent grammar and layout; writer has a personal voice and style. Due:

Dance your Archetype: Using Pearson's list of six types of heroes, choose one that you are either actively most like, or have lived your life to date most like. If you feel drawn to two, find a way to portray them both. If you want to do it chronologically, you can do this too. Find a pre-composed song (with lyrics, or instrumental, or any genre) that matches the interpretive portrayal you want to convey through your body. You are welcome to use props. Length: 3-5 minutes. Lead a post-dance/movement dialogue with your audience: 5 minutes. Grade is based on use of movement to symbolically portray your archetypal self, connection between choice of music and movement, expressivity, and ability to engage in insightful dialogue in the post-dance/movement deconstruction.

OPERATIONAL DETAILS:***University Policies:***

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance:

Attendance is essential in all Music Therapy courses. Students missing more than two classes in any one course can expect a faculty review, and may receive no credit in that course. Students who are late to class, late returning from breaks or absent from class, will have participation marks deducted, except in extenuating circumstances.

Participation:

The participation mark will reflect both attendance and involvement during lecture, class discussions and the rest of the class. Involvement includes frequency and relevance of student's comments and questions. Preparing the readings will support a student's ability to participate.

Late Assignments:

Marks will be deducted for the late submission of assignments. The penalty for the late submission of an assignment is .5 of a mark per day. After one week, late assignments will not be accepted.

Incomplete Grades:

Grades of incomplete ("I") will be given only if there is an arrangement **or** a written request approved by the instructor **prior** to the last class in the course **or** the last week of class.

English Usage:

English usage must be clear and grammatically correct.

Program Continuance:

Continuance in the Music Therapy program will be contingent upon an adequate level of personal, interpersonal, academic, and clinical skills as jointly evaluated each semester by the Music Therapy faculty. Consult the Coordinator or the Student Handbook for more information.