

Course Title	Creativity And Improvisation In Music Teaching And Learning				
Course Code	MUE330				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd or 4th Year / 5th-8th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to familiarize students with knowledge, issues and trends associated with musical creativity and its importance in music teaching and learning. In addition students will be encouraged to develop their improvising and composing skills through active participation in creative activities and projects.				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Summarize and discuss definitions of the term “creativity” and research findings dealing with human creativity and its application within music education. • Improvise melodically, rhythmically, and through movement. • Compose simple pieces of music alone and in groups. • Analyse the role of creative activities in music learning, the ways children improvise and compose the processes of creation and the musical, social and educational dimensions of creative music making in relation to children. • Formulate educational material in order to develop creativity in various educational contexts and in relation to various musical elements. • Engage in active and passive music making experiences and develop written analyses of these experiences. 				
Prerequisites	MUE100	Co-requisites	None		

Course Content	<p>Description:</p> <ul style="list-style-type: none"> • Definitions of creativity. • Musical Creativity: Improvisation and composition. • Musical creativity as combination of the 4 Ps: process, product, person and place. • The role of creativity in music making. • Creative activities and the music curriculum. • Children as composers- research findings on how children improvise and compose. • Children's view on their improvisations and compositions. • Educational materials and environment to enable creativity to grow. • The role of the teacher in creative activities. • Assessment of children's creative work.
Teaching Methodology	Face to face
Bibliography	<p>Burnard, P., (1999). Examining experiential differences between improvisation and composition in children's musical making. <i>British Journal of Music Education</i>, 17, 3, pp. 227-245.</p> <p>Burnard, P., (2000a). How children ascribe meaning to improvisation and composition: rethinking pedagogy in music education. <i>Music Education Research</i>, 2, 1, pp. 7-23.</p> <p>Cahn, W., (2005). <i>Creative Music Making</i>. New York: Routledge.</p> <p>Deliege, I & Wiggins, G., (2006). <i>Musical Creativity: Multidisciplinary Research in Theory and Practice</i>. Psychology Press.</p> <p>Hargreaves, D., (1999). Developing Musical Creativity in the Social World. <i>Bulletin of the council for research in Music Education</i>, 142, pp. 22-34.</p> <p>Henry, W., (1996). Creative processes in children's musical compositions: A review of the literature. <i>Update: Applications of Research in Music education</i>, 15,1, pp. 10-15.</p> <p>Kanellopoulos, P., (1999). Children's Conception and Practice of Musical Improvisation, <i>Psychology of Music</i>, 27, pp. 175-191.</p> <p>Mayer, R. E., (1999). Fifty years of creativity research. Στο R. J. Stenberg (Ed.) <i>Handbook of creativity</i>. Cambridge University Press, Cambridge, pp. 449-460.</p> <p>Paynter, J. & Aston, P., (1970). <i>Sound and Silence: Classroom Projects in Creative Music</i>. Cambridge, Cambridge University Press.</p> <p>Παρασκευόπουλος, Ι.Ν., (2004). <i>Δημιουργική σκέψη στο σχολείο και την οικογένεια</i>. Αθήνα: Ελληνικά Γράμματα.</p>

	<p>Στάμου, Λ., (2005). Δημιουργικότητα και Μουσική Εκπαίδευση. Πρακτικά του 4ου Συνεδρίου της Ελληνικής Ένωσης για τη Μουσική Εκπαίδευση, Λαμία 2005, σσ.1-14.</p>					
Assessment	<p>Exams</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>50%</td> </tr> <tr> <td>40%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	50%	40%	10%	100%
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Language	English					