

COURSE SYLLABUS

Course Title:	Music and Movement for Children		Date submitted:	May 2019 (AAC: 19-25)	
Department:	Social Sciences				
Curriculum:	Early Childhood Education				
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ECE*106	Prerequisites:		
	Course Type:	LD	C- or better in Integrated Reading and Writing I (ENG*065) or placement into Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162) OR Composition (ENG*101)		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	Elective Type:	G		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	Credit Hours:	3	Corequisites:	
	Developmental: (yes/no)	No	None		
	Lecture:	3			
	Clinical:	0			
	Lab:	0			
	Studio:	0			
	Other:	0			
Contact Hours:	TOTAL:	3	Other Requirements:		
Class Maximum:	35	None			
Semesters Offered:	F/S				
Catalog Course Description:	Students will be introduced to a variety of musical activities for young children, including rhythmic play, basic rhythmic instruments, songs, and circle games. Methods to encourage child participation in activities will be stressed. Music and movement as an important aspect in the development of the whole child—physically, socially, emotionally and mentally--will be explored.				
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Music for Learning: Significance, Goals, and Objectives 2. Children: The Development of Musical Skills 3. Infants as Musicians: Very Young Children; Four-Year-Olds and Beyond 4. Exploring Rhythm 5. Selecting Instruments 6. Listening with Understanding: Introducing New Music 7. Experimenting with Movement and Rhythm 8. Learning to Sing 				

9. The Teacher: Planning Musical Experiences
10. Guidelines for Teaching Singing, Rhythm, Using Instruments, Encouraging Listening
11. Methods for Teaching Music/Movement
12. Spontaneous Songs, Action Songs, Silly Songs, Singing Games, Using Instruments with Songs, Classical Music
13. Movement Exploration to Encourage Problem Solving, Emotional Expression, Artistic and Motor Skill Development, Creativity and Self-Esteem, and to Explore Fantasies and Relationships with Others

Upon successful completion of this course, the student will be able to do the following:
COURSE:

1. provide developmentally appropriate music and movement experiences; guide, encourage, and respond to the needs, interests, and capabilities of young children that relate to the development of musical thinking
2. provide opportunities, throughout the day, for young children to move spontaneously to music and speech rhythms, without requiring that movements synchronize with the beat
3. plan for and provide opportunities for young children to experiment with rhythm instruments, games, and recordings with predominant rhythmic character to develop awareness of the beat and synchronizing movements with the beat
4. plan activities that allow children to experiment with rhythmic patterns by clapping and chanting word rhythms of poetry, chant, and song
5. identify and provide a wide variety of music for young children’s listening pleasure—classical, jazz, contemporary, popular, and ethnic music from many cultures
6. promote cultural awareness through music and movement activities
7. plan for and implement activities, in the early childhood setting, that involve action songs, singing games, and that focus on nonsense rhymes, and verse
8. plan movement activities for children that include body awareness
9. cite and discuss music and movement activities as important forms of emotional expression for children
10. understand the importance of music and movement in education and the role it plays in children’s physical, social, cognitive, and aesthetic development

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, linguistic, cognitive, and aesthetic development of all young children from birth through age eight
2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children
3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities
16. demonstrate awareness of, and commitment to, the profession’s Code of Ethical Conduct

GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Demonstrates: Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.

Does Not Demonstrate: Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: [No special facilities are required. Or list what is required.] Assigned designated classroom Locking storage cabinet. Tape recorder, cassette tapes with music and movement activities for young children Record player, records for music and movement activities for young children Rhythm instruments Autoharp Plastic hoops, assorted other “props” for music and movement activities</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>