CD M07: MUSIC IN EARLY CHILDHOOD EDUCATION

Originator
scoulter

College
Moorpark College

Discipline (CB01A)
CD - Child Development

Course Number (CB01B)
M07

Course Title (CB02)
Music in Early Childhood Education

Banner/Short Title
Music in ECE

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Explores theoretical foundations and developmentally appropriate practices for designing supportive environments, selecting appropriate materials, and developing, presenting, and evaluating music curriculum for young children. Stresses creative movement, dance, rhythm, and song as essential components of the physical, social, emotional, creative and cognitive development of young children. Encourages integration and application of music throughout the curriculum and an appreciation of diversity.

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will be required

Faculty notes on field trips; include possible destinations or other pertinent information
Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Advisories on Recommended Preparation
CD M02 and CD M14

Requisite Justification
Requisite Type
Recommended Preparation

Requisite
CD M02 and CD M14

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	demonstrate their understanding of developmentally appropriate music experiences for young children and relevant curriculum planning principles.
Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	demonstrate an understanding of the principles and methods of creating musical and movement experiences that support and extend the development of children birth through age eight.
2	synthesize knowledge of developmental needs and musical activities to create appropriate musical experiences for children birth through age eight.

3	describe techniques for providing creative experiences in body movement, dance, rhythms and song as extensions in communication and personal expression.
4	illustrate competency in the preparation and presentation of a wide variety of developmentally appropriate music and movement activities.
5	demonstrate use of simple instruments such as rhythm sticks and autoharp to enrich and enhance musical activities.
6	identify and apply state and national standards that are related to music curriculum.
7	apply the planning cycle of observation, curriculum planning, assessment, and documentation.

Course Content

Lecture/Course Content
- **10% Diversity and music**
- **10% Playing instruments**
- **10% Curriculum planning cycle**
- **20% Developmental themes in music and movement:**
  - Notice, respond, and engage
  - Developing skills in music and movement
  - Creation, invention, and expression through music and movement
- **10% Elements of music:**
  - Beat, rhythm, tone
  - Pitch and melody
  - Form
  - Dynamics
  - Tempo
  - Timbre
  - Style
- **10% Elements of movement**:
  - Body parts
  - Body actions
  - Spatial awareness
  - Time
  - Energy
- **5% Music, movement, and integrated learning**
- **5% State and national standards and assessment tools**
- **20% Teaching interactions and strategies**
  - Intentional teaching

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Objective exams
Oral presentations
Performances
Problem-solving homework
Quizzes
Reports/papers
Research papers
Role playing

Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Lesson plans
Teacher/Classroom Observation
Child Observation Analysis

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Distance Education
Field trips
Group discussions
Guest speakers
Internet research
Lecture
Observation
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use slideshow presentations, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments
- Journal entries focused on specific questions pertaining to children's development of knowledge and skill in the areas of music and movement.
- Written documentation on development, implementation, and evaluation of music and movement curriculum plans.
- Written observations of teachers and children involved in music and movement curriculum activities.

Critical Thinking Assignments
- Analysis of child observation, based upon developmental information provided in the California Preschool Foundations documents.
- Analysis of music/movement curricula for incorporation of best practices in early childhood education.
- Evaluation of music media for developmental, cultural, and linguistic appropriateness.

Reading Assignments
- Read the California state adopted Teaching Performance Expectations (TPEs) and compare and contrast them with one's beliefs and assumptions about and experiences with music teachers and teaching music.
- Read the California Preschool Learning Foundations and integrate them into a lesson plan that accommodates diverse learning needs.

Skills Demonstrations
- Create of experience plans incorporating the elements of music.
- Role-play skills in music and movement.

Outside Assignments

Representative Outside Assignments
- Written observations of teachers and children involved in music and movement curriculum activities.
- Self-evaluation of teaching skills in support of music and movement curricula.
- Development, implementation, and evaluation of music and movement plans.
- Critique of professional early childhood journal articles pertaining to music and movement curricula, assessing strengths and weaknesses of content and applicability to diverse early childhood settings.
- Planning for cooperative group presentation of music and movement activities.

Articulation

Comparable Courses within the VCCCD
ECE R134 - Movement and Music in Early Childhood

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
American River College	ECE 363	Music and Movement with Young Children	3
Cosumnes River College	MUSM 370	Music for Children	3
San Diego Mesa College	CHIL 111	Curriculum: Music and Movement	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1997

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Greenhalgh, Zoe. *Music and Singing in the Early Years: A Guide to Singing with Young Children.* Routledge, 2018.

Resource Type
Textbook

Description
Feierabend, John. *First Steps in Music for Preschool and Beyond: The Curriculum.* GIA Publications, 2020.

Resource Type
Other Resource Type

Description
California Department of Education. *California Preschool Curriculum Framework, Vol. 2.* 2011, http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf. Accessed 14 Sept 2022.

Resource Type
Textbook

Description
Connors, A. F. *Exploring the science of sounds: 100 musical activities for young children.* Gryphon House, Inc., 2017.

Library Resources

Assignments requiring library resources
Reading and critiquing journal articles in the field of early childhood musical development and instruction.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Development and research, using the Library's print and online resources, on subjects appropriate to teaching music to children such as the integration of musical activities in the early years curriculum and environment.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair
09/01/2022

Dean
09/06/2022

Technical Review
09/15/2022

Curriculum Committee
09/20/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000432127

DOE/accreditation approval date
MM/DD/YYYY