

# Syllabus

Music and Movement for the Young Child  
ECE 106 (CDV 132)  
CRN 10496  
(Tues. 6:30 - 9:20)

Three Rivers Community College  
Mohegan Campus  
Norwich, CT. 06360

Barbara Barton, Instructor

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(Make sure you identify yourself in subject of e-mail or I will not open it  
And I do not open forwards so please do not send any)

Office Hours Thursday 1-3, Friday 12-1  
Or by Appointment  
Spring 2008

For Class Related Business use the mail option here:  
[www.trcc.commnet.edu](http://www.trcc.commnet.edu) – MyCommnet.edu -Webct Log In...

Calendar/ Spring 2008  
Music & Movement ECE K106

Jan 29:	Overview & Name games & group warm up games.	
Feb 5:	<b><u>Due: 2 Adaptations (Songs) &amp; Quiz 1</u></b> (20&50)	70
Feb:12	<b><u>Due: Present and Play a song your Musical instrument</u></b>	100
Feb: 19	<b><u>Due: Observation</u></b> (MUSIC) (Use Form Provided)	100
Feb:26	<b><u>Due: Quiz 2</u></b>	50
Mar: 4	<b><u>Due: 4 Plans &amp; Presentations using Music Web</u></b> (See Rubric)	100
Mar: 11	<b><u>Due: Quiz 3</u></b>	50
Mar:11	<b><u>Due: Song &amp; Activity Box</u></b>	40
Mar: 18	SPRING BREAK	
Mar: 25	<b><u>Due: Observation 2 (MOVEMENT)</u></b>	100
Apr: 1	MOVEMENT <b><u>Due: Quiz 4</u></b>	50
Apr: 8	<b><u>Due: 4 Plans &amp; Presentations/Movement fr. Web</u></b>	100
Apr: 15	<b><u>Due Quiz 5:</u></b>	50
Apr: 22	<b><u>Due: 2 Adaptations (Songs with movements.)</u></b>	50
Apr: 28	<b><u>Quiz 6:</u></b>	20
May: 9	Closure Class	50

M&M Key Lessons:

- 1) Music & Movement/ effects on Brain Dev.
- 2) Infancy & Music/Lullaby etc.
- 3) Basic Music Skills and Theory
- 4) Preschoolers/ Music
- 5) Early elementary/music
- 6) Music in the open classroom
- 7) Theorists: Delcroize, Orff, Kodaly, Feierabend
- 8) Infant & Toddlers & Movement
- 9) Preschoolers & Gross Motor Dev.
- 10) Early Elementary Gross Motor Dev. effects on cognitive etc.
- 11) Physical fitness/health & Movement
- 12) Movement in the open classroom
- 13) Sound & Silence
- 14) Teaching Strategies

Other Lessons may include dragon dance, jump rope skills, many songs all levels, children's games from the 1800s, Zulu music, Drama with Peter & the wolf theorists beyond text, Ella Jenkins, Hap Palmer, Feierabend, Bev Bos, Raffi....., puppets, yoga , science of sound, and curriculum etc. There are numerous options and possible experiences that vary from semester to semester.

**Course:** Music and Movement

**Common Course Number:** ECE 106 (Was CDV 132)

**Credits:** 3

**Course Description:** This course is designed to have students acquire skills in order to

plan and implement creative music and movement education experiences for children from infancy through age eight. Areas of exploration will include singing, listening to music, rhythmic activities, chants, creating music, using instruments with children, multicultural music, dance and movement, musical games, music for children with special needs, and using music spontaneously in the classroom. The main goals of the course are to develop an understanding of the importance of music and movement education experiences in an early childhood environment, the role that music plays in the growth and development of young children, and how these experiences can be creatively planned, implemented and integrated throughout the daily curriculum. All students will build a repertoire of music and movement education experiences.

Prerequisite: Eng 100, ECE101 or permission of instructor

**Outcomes:**

Students:

- 1) Develop music & movement plans & activities, which will enhance the development of the child.
- 2) Understand theories in music and movement and their implementation.
- 3) Comprehend their role as classroom teacher in providing music & movement experiences for young children.
- 4) Create a repertoire of music & movement resources for classroom use.
- 5) Know numerous strategies for implementing activities and understand the modifications may be necessary for children with special needs, from diverse back rounds or with different learning styles.

Although this course content overlaps to meet most NAEYC/NCATE Standards for Professional Preparation Programs these are the target areas:

1. Promoting Child Development and Learning:
<ul style="list-style-type: none"> <li>• Knowing and understanding young children’s characteristics and needs</li> </ul>
<ul style="list-style-type: none"> <li>• Know and understand the multiple influences on development and learning</li> </ul>
<ul style="list-style-type: none"> <li>• Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</li> </ul>
4c. Understanding content knowledge in early education: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas of academic disciplines
<ul style="list-style-type: none"> <li>• Language and literacy</li> </ul>
<ul style="list-style-type: none"> <li>• The arts: Music, relative movement, dance, drama, and art</li> </ul>
<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<ul style="list-style-type: none"> <li>• Physical action and physical education</li> </ul>
<ul style="list-style-type: none"> <li>• Science</li> </ul>
<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>

<b><u>Assignments:</u></b>		
1) Attendance & Participation. 7 pts/class (However 3 missed class may result in that you must withdraw or fail class)	100 pts	
3) 2 Observations one music class & one movement class	200 pts	
4) 4 adaptations of familiar tunes. (2 music & 2 with movement)	40 pts	
5) Creation & presentation of an instrument.	<b>100 pts</b>	
6) Play 1 song melody using an instrument with at least 1 octave of notes.	20 pts	
7). One music Web with: a. Web plus 8 of the lessons written out in full (50 pts) b. The main lesson must be complete with materials & props. It is to be presented to a group of children & in class.( 50 pts) c. A self-evaluation form must be turned in. (Lesson format Self-evaluation form provided on WebCT)	<b>100</b>	
8). One music Web with: d. Web plus 8 of the lessons written out in full (50 pts) e. The main lesson must be complete with materials & props. It is to be presented to a group of children & in class. ( 50 pts) f. A self-evaluation form must be turned in. (Lesson format Self-evaluation form provided on WebCT)	<b>100 pts</b>	
9) Categorized music box or notebook with 40 or more songs & activities	40 pts	
10) 6 Quizzes (50 pts each)(from text and notes)	300 pts	
<b>Total</b>	<b>1000 pts</b>	
<b>Announcements, resources, quizzes, grades and more found on WebCT</b>		

Observation: Choose relevant program, observe, fill attached form..

Movement Prop Assignment: create set of props with your group for every classmate with related activity. (ie: pompoms for pompom target toss or ribbon dancing prop or...)

Choose class assignment buddy. If you are absent or lost a handout or need a partner for a project please call or e-mail:

Buddy 1 : \_\_\_\_\_

Buddy 2: \_\_\_\_\_

And/or check webCT. Thank you.

# Music & Movement (ECE K106)

Instructor: Barbara Barton

3 Credits

## **Method of Evaluation**

The following numerical grade system will be used:

<u>Grade</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

## **Withdraw Policy:**

Students may withdraw in writing through the registrar's office for any reason before \_\_\_\_\_. A student may withdraw from classes with instructors or advisors signature until \_\_\_\_\_.

## **Disabilities Statement**

If you have hidden or visible disability which may require classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Student Services Counselors who coordinate services for students with disabilities. (Chris Scarborough is a Disabled Student Counselor).

## **Required texts:**

Haines/Gerber: Leading Young Children to Music , 6th Ed.

Pica, Rae: Experiences in Movement with Music, Activities & Theory

State of CT, Department of Ed. CT Benchmarks

Copy of Nation Standards which you may download from WebCT.

Numerous CDs, Tapes and Videos

Numerous Articles & Assessment tools & handouts on reserve or online.

## **Recommended Text:**

Blood/Patterson: Rise up singing: the Group Singing Songbook

## **Expanded Bibliography:**

Andress, Barbara. Music for Young Children. Harcourt Brace College Publishers, 1998  
Andress, Barbara. Promising Practices in Prekindergarten Music Education. MENC  
Andress, Barbara and Walker, Linda. Readings in EARly Childhood Music Education. MENC

Bayless, Kathleen and Ramsey, Kathleen. Music, A Way of Life for the Young Child.  
Merrill Prentice-Hall, 1991

Burton, Leon and Kudo, Takeo. SoundPlay, Understanding Music through Creative  
Movement. MENC Publications

Any John Feierabend such as:

Feierabend, John. First Steps in Music, KIA Publications  
Feierabend, John. TIPS, Music Activities in Early Childhood. MENC

Designing Music Environments for Early Childhood. MENC

Miche, Mary. Weaving Music into Young Minds. Delmar, 2002

Music Makes the Difference - Music, Brain Development, and Learning. MENC

**NAEYC, Developmentally Appropriate Practice in E.C. Programs**

Neely, Linda and Wolf, Jan. Start the Music - Strategies, MENC

Palmer, Mary and Sims, Wendy. Music in Pre-Kindergarten, Planning and Teaching. MENC

Pica, Rae. Experiences in Movement, Delmar, 2000

Pica, Rae. Moving and Learning Across the Curriculum, Delmar, 1999

Spotlight on Early Childhood Music Education. MENC

Sullivan: Feeling Strong, Feeling Free: Movement Exploration for the Young Child

Torbert, Marianne and Schneider, Lynn. Follow Me Too. Addison Wesley, 1993

Winslow, Robert and Dallin, Leon. Music Skills for Classroom Teachers. McGraw Hill, 2001

### **Related Websites:**

[www.musicmotion.com](http://www.musicmotion.com) Music materials catalog

[www.larkinam.com](http://www.larkinam.com) Multicultural instruments

[www.menc.org](http://www.menc.org) Music Educator's National Conference