



## El Camino College/Compton Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>

*Preparing Childhood Education Professionals and Life-long Learners*

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

### **CDEV 117 - Music and Movement for Young Children**

(formerly CDEV-17)

3 Units (Spring 2010)

Wednesdays 2:00-5:10pm (section 2152)

6:30-9:40pm (section 2154)

Class Location: ARTB 311

**Instructor:** Michelle Moen, M.A.  
**Office:** ARTB 326E  
**Phone:** 310-660-3593 x 3571  
**Email:** mmoen@elcamino.edu or michellemoen@aol.com

**Office Hours:** Mondays 5:00pm -6:00pm  
Tuesdays 11:15am-12:15pm and 4:00-5:00pm  
Wednesdays 12:30pm-1:30pm  
Thursdays 11:15am -12:15pm  
By appointment/before or after class

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#### **Course Description:**

This course focuses on the principles and methods of planning, presenting, and evaluating music and movement experiences for young children ages two to five. Activities, such as group singing, rhythmic experiences, perceptual motor, and creative movement, which foster the child's cognitive, psychosocial, and physical development will be presented. Methods for adapting music and movement experiences for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing music and movement curriculum.

**Course Objectives:** Upon successful completion of this course, the students will be able to:

1. Identify developmentally appropriate music and movement experiences for children ages two through five, in diverse early childhood educational programs.
2. Formulate objectives and concepts for music and movement experiences for young children.
3. Plan and present music and movement for young children.
4. Design music and movement experiences to foster cognitive, psychosocial and physical development of young children.
5. Create and evaluate teaching materials appropriate for music and movement experiences for young children.
6. Evaluate the skills and knowledge children gain from appropriate music and movement experiences.
7. Adapt creative arts materials and activities for children with special needs.
8. Plan, present and evaluate music and movement experience to meet the needs of children from diverse cultures.
9. Develop and employ strategies to communicate the value of music and movement activities to parents of young children.
10. Evaluate State Standards and the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices and apply them to curriculum planning.

**Student Learning Outcomes (Overarching learning goals for this course):**

1. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
2. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
3. Students will develop an activity plan for preschool children that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

**Required Text and Materials**

1. Pica, Rae. (2004 or 2010). *Experiences in Movement: Birth to Age 8*. Belmont, CA: Wadsworth, Cengage Learning. (The 3<sup>rd</sup> or 4<sup>th</sup> edition is acceptable for our class.)
2. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.
3. Additional handouts will be given in class.

**Attendance Policy:**

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three (3) absences, you may be excluded from the class or receive a failing grade. If it is past the drop deadline you WILL receive an "F". There are no exceptions to this policy. Please keep a close eye on your attendance.

Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Contact me so that we can develop some strategies to help you make this a valuable learning experience. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

**Drop Policy:**

The College catalog states that regular attendance is expected of every student. You are allowed a maximum of three (3) absences or you may be dropped from the class. If it is past the drop deadline, you will receive an F. It is your responsibility to drop the class. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**Withdrawal and/or Incomplete Policies:**

Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**My ECC**

[www.elcamino.edu](http://www.elcamino.edu). Click on MYECC. Access MYECC for email, services like adding, dropping and paying for classes, obtaining unofficial transcripts, etc.

**Students with Special Needs:**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions or carrying out class assignments.

**Academic Honesty:**

Each student is responsible for their own work, including test answers, in-class exercises, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. Also students found to have engaged in academic dishonesty are subject to review as per college policy.

A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

### Classroom Rules of Conduct:

The best policy is to treat others, as you would like to be treated. This includes, but is not limited to:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class period.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off (or put on silent mode) all cell phones, pagers and anything else that rings, beeps, or buzzes during class.

If all observe the above policies, we can create an enjoyable, interesting and respectful learning community.

<h3>Course Projects and Assessment Policies</h3>
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You will be given a folder file, which is to be turned into the instructor each week, along with any assignments due that day. Please initial your attendance at the beginning of each class meeting (on the sheet inside of the folder/file).

### Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. **All of the written papers and assignments need to be typed** in a 12 point Times New Roman (or Arial) font, double spaced, and have a 1" margin from all sides. (Exceptions are made ONLY if arrangements are made with me ahead of time). All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. You may also meet with a tutor at the Learning Resource Center in the library. Good writing skills are essential to your success in college. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than reflection assignments and portfolios which may NOT be submitted late). You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade. There are no make up-assignments or extra credit. Also please make copies of your assignment before submitting them and do NOT put assignments in individual plastic covers.

**If you choose to email** me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

All assignments must be turned in on the established due dates and are due at the beginning of class (**INCLUDING EMAILED ASSIGNMENTS**). If you are late to class, your assignment will be considered late. Students should save all graded assignments for their portfolio and in case grade verification is ever needed. Detailed descriptions of all assignments will be given in class.

### Methods of Evaluation and Grading

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Many assignments will also provide the opportunity for the student to complete a self assessment.

. \*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

### Late Assignments

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than chapter assignments and portfolios which may NOT be submitted late). You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade. There are no make up-assignments or extra credit.

### Emailed Assignments

**If you choose to email** me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

**Course grades** will be based on the number of points you have earned out of 600 possible points in the course. Points will be available as follows:

Assignment	Possible Points	Points Earned
Textbook Chapter Assignments	100	
Class participation	50	
Website review	50	
Teacher Created Rhythm Instruments and 1-page report	50	
Individual Activity Plans	(50 each) Total: 150	
Working with Children	50	
Songbook	25	
Philosophy Statement	25	
Group Presentation and Activity Plan	50	
Portfolio	50	
<b>TOTAL POINTS</b>	<b>600</b>	

At the end of the semester, I will add your scores on the projects and assign grades as follows:

A	90-100% of the possible points	(540 - 600)
B	80-89% of the possible points	(480 - 539)
C	70-79% of the possible points	(420 - 479)
D	60-69% of the possible points	(360 - 419)
F	59% or fewer of the possible points	(359 or less)

### Extra Credit

There will be no make up assignments offered in this course. The only extra credit available is to volunteer for a concert (details listed on page 9 of syllabus).

Also this course does **NOT** use +/- grading. If you would like me to forward your "unofficial" grade, please leave a post card (purchased from the bookstore) or a self-addressed, stamped envelope (SASE) with a card inside.

### College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

<b>El Camino College Support Services:</b>	<b>Main phone number 310-660-3593</b>	
Childhood Education Department Office	ARTB 326	Ext. 6022
Writing Center	Humanities 122	Ext. 3873
Learning Resources Center	Library NW wing- 2 <sup>nd</sup> floor	Ext. 3511
Health Center	Health Center	Ext. 3643
EOPS		<b>660-3464 ?</b>
Career and Technical Education Teacher Pipeline	ARTB 320	Ext. 3589
Tutoring Center	Library West wing- upstairs	Ext. 3511
Teacher Education Program	ARTB 320	Ext. 3573

### Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

<b>Course Assignments</b>
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1. Textbook Chapter Assignments Each time you have a reading in the *Experiences in Movements* textbook, you will submit a paper listing ten (10) new concepts you have gained from the reading. The concepts should be typed (or handwritten VERY neatly) on a separate sheet of paper and will be collected and graded each week as indicated on the syllabus. Save all graded assignments for portfolios. Detailed descriptions of chapter assignments will be given in class. **Late chapter assignments will not be accepted.**

Due: Ongoing

Points: 100 (10 points per chapter)

2. Class participation and attendance: All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

It is the student's responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

Students will receive partial points (throughout the semester) on their in-class participation. There will be ten (10) different participation exercises and each will be worth 5 points. These may be paper-and-pencil, but are often group discussion and/or activities. Assignment of class participation points is at the discretion of the instructor based on individual student performance as noted above.

Due: Ongoing

Points: 50

3. Website Assignment: This assignment requires you to carefully review and select five (5) different Websites which need to **focus on Music** and/or **Movement**. Surf the Web, look in resource books, ask friends, parents, or teachers and find 5 websites that you feel would be of value in teaching music and/or movement to young children. Carefully review each site to become familiar with what it offers. You are to compile a list that includes the web address and a 1-2 sentence description of what is on the site, evaluate the sites by answering the questions provided in the additional handout, and complete a self evaluation. Please answer in full sentence form (use complete sentences) and type the information. **DO NOT COPY AND SUBMIT SECTIONS OF THE WEBSITE.** Specific information will be provided in class.

Due: March 17

Points: 50

4. Rhythm Instruments: Each student will create a set of twelve (12) rhythm instruments. You can make 12 of the same instrument or you can make different types of instruments. You must have a total of 12. Sample instruments will be displayed in class prior to the due date. You will also create a 1-page report describing how you made your instruments. Use the bolded headings as your outline. Please make 35-40 copies to distribute to classmates. Specific instructions (and a handout) will be provided in class.

Due: March 31

Points: 50

5. Activity Plans: This semester you will write three (3) activity plans, one for each of the following:

- A. Creative Movement Activity Plan (due April 7). This activity plan focuses on encouraging the child to interpret the movement. Not much teacher direction is given.
- B. For the second (2<sup>nd</sup>) activity plan, you have to complete 1 of the 3 options listed in the boxes below. (due May 5)

<p>Cultural Activity Plan.</p> <p>The cultural activity plan should focus on a movement, song, or instrument from a particular culture. Be sure you honor (not stereotype) the culture!</p>	<p>A second (new, not revised #1) Creative Movement Activity Plan</p>	<p>There may be an opportunity to attend the B.E.S.T. Arts Conference in Long Beach on <b>Sat. March 20<sup>th</sup></b>. If you choose this option, there you would attend the conference and compose a brief reaction paper about your experiences (a handout will be provided). Fee \$48  <a href="http://www.bestartsconference.org">www.bestartsconference.org</a></p>
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- C. Perceptual Motor Activity Plan (due May 19). This activity plan focuses on involving children in sensory integration tasks that improve balance, spatial awareness (understanding external spaces around them), body and directional awareness, and temporal awareness (ability to predict when stimuli arrives). These tasks involve development of general coordination, balance, body image, position in space, eye-hand coordination, auditory perception, and control of eye and body movements. Many examples will be shared in class.

Activity plans should be typed double-spaced using a standard 12 pt. font, and using the format provided by the instructor. You may resubmit your **FIRST ACTIVITY PLAN** to improve your grade. You have **one week** in which to turn in the revised paper. **You must include the original** with this upgrade. No props are needed when you submit your activity plans. I only collect the paper assignment.

Due dates posted above

Points: 150 (50 points each)

6. Working with Children. Each student will be required to attend and participate in one (1) of the following:

- a. Children's Story and Activity Hour: Library Lawn **Friday, March 26<sup>th</sup>**, 2010  
 Activities Time 9:30-11:30 a.m.

**OR**

- b. Children's Day – **Saturday, April 24**, 2010  
 9:00 to 10:30 a.m. **or** 10:30 to 12:00 p.m.

You will be participating for 1 ½ hours to 2 hours in ONE of the above events by creating and setting up an activity to present to children in attendance. You need to plan the activity, and supply the materials. Further details will be given in class regarding this assignment, along with a self evaluation form.

Points: 50

7. Philosophy Statement Assignment: For this assignment you will be asked to develop a written philosophy statement to include in your portfolio. This is a very personal statement that should reflect your own philosophy and beliefs. In a job interview, you will probably be asked to explain your philosophy of early childhood education and this assignment will help you identify the elements that are most important to you and that define you as a teacher. Every professional should be able to clearly articulate his/her philosophy of working with children. Guidelines will be provided in class.

Due: May 26

Points: 25

8. Songbook: Throughout the semester you will be given various song and activity sheets to collect in a 3 ring file or folder. For this assignment you will create a music (song) and movement booklet with a minimum of 100 songs, chants, or activities. (The songs and activities distributed in class may be included). It is optional to use categories for your song book (ie: divide songs, chants, etc. into themes or sections). Detailed information will be shared in class.

Due: June 2

Points: 25

9. Group Presentation and Activity Plan: In a group of a maximum of 3-4 students, you will choose an area of focus from a list (which will be provided in class) or design one of your own. Your group will complete a learning activity plan (using the same format as the other plans in class) to distribute to classmates as well as provide a group presentation to the class. Each student will submit their individual/self evaluation (which will be due one week following the presentation). Detailed information regarding this assignment will be provided in a class hand out.

Due: May 19, 26, or June 2  
(Your group will sign up for a specific presentation date)

Points: 50

10. SEALab Internship: Students may have the **option** of participating in the SEALab Internship project, if desired. This assignment can take the place of any 4 fifty point assignments (excludes the Portfolio assignment, class participation, chapter assignments, etc.) for a total of 200 points. More information will be provided in class.

Due: June 2

Points: 200

11. Portfolio: This project is a collection from all of the activities, lesson plans, etc. which you have created for this specific class. Specific instructions (regarding content requirements and grading criteria) will be provided in class. Be sure to have the binder divided into "easy to find" sections (complete with tabs) in order to receive full credit. Be as creative as you like. The binders must be three-ring, approximately 1 - 2 inches in diameter for full credit. It must appear special as though some quality time was spent designing your book. Bring it to the last class for instant grading. **No Late Portfolios Accepted. No Exceptions.**

Due: June 9

Points: 50

12. Extra Credit: The only extra credit that may be offered in this class is to volunteer 2 ½ hours of your time to help (usher, etc.) with a Charlotte Diamond concert on Wednesday, March 10<sup>th</sup> from 8:30-11:00am **OR** from 10:30-1:00 pm at the Armstrong Theater in Torrance (which is near the library). You may receive up to 20 extra credit points for your effort. You will have to commit your time (sign up with me) by February 24th. Please wear black pants and a white shirt and sign in with Ronnie Silverstone at the concert. There are only a limited amount of available spots for volunteers (6-7 students for each performance) so be sure to sign up early. Specific information will be provided in class.

## Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week	Date	Major Topics and Reading Assignments Read Chapters Prior to Class Meeting	Assignment Due Dates
Week 1	2/17	Introductions and Student Information sheets Review of course content and syllabus Getting Acquainted – Code of Cooperation Introduction to Music & Movement	
Week 2	2/24	<b>(Attendance is Critical)</b> <b>Assignments and Projects Overview</b> Guest Speaker: Nick Young	
Week 3	3/3	Effective Group Times Using Instruments in the Classroom Sample Rhythm Instruments Displayed and Discussed <b>Read and take notes on Chapter 9: <i>Creating and Maintaining a Positive Learning Environment</i></b>	
Week 4	3/10	Optional Workshop: <b>Complete Activity Plan</b> <b>Instructions Reviewed in Class</b> Piggyback Songs & Choosing Appropriate Songs <b>Read and take notes on Chapter 5: <i>Lesson Planning</i></b>	
Week 5	3/17	Exploring Creative Movement <b>Read and take notes on Chapter 2: <i>Movement's Role in Musical and Creative Development</i></b> Creative Movement Stories	Website Project Due (1 copy of 1-2 page report)
Week 6	3/24	<b>Read and Take Notes on Chapter 7: <i>Choosing and Using Music</i></b> Ella Jenkins Video	
Week 7	3/31	<b>Read and take notes on Chapter 4: <i>Content of the Movement Program</i></b>  Optional Workshop: A Surprise....	Children's Story Hour Report Due  12 Rhythm Instruments and 35 Copies of 1-Page Report
Week 8	4/7	<b>Read and Take Notes on Chapter 8: <i>Teaching Methods</i></b> Sign up for group activity plan presentations Philosophy Statements and Introductory Statements Optional: <b>Philosophy Workshop</b>	Activity Plan 1: Creative Movement (1 Copy)

4/14 SPRING BREAK -- NO CLASS MEETING			
Week 9	4/21	Honoring Culture <b>Read and Take Notes on Chapter 6: <i>The When, Where, and What of Movement Sessions</i></b>	
Week 10	4/28	Perceptual Motor Activities <b>Read and Take Notes on Chapter 12: <i>Bringing Music and Movement Education Outdoors</i></b> <b>Wear comfortable shoes and clothing for outdoor play</b>	Children's Day Report Due  Alternative Working with Children Paper (optional assignment)  <u>Optional</u> : Activity Plan # 1 revision
Week 11	5/5	Autoharps Connecting Children's Books and stories with movements Songbooks ( <b>optional: bring your recording devises!</b> ) and singing practice	Activity Plan # 2: Cultural Act. Plan (1 Copy)  <u>Or</u> B.E.S.T. arts paper
Week 12	5/12	<b>Read and Take Notes on Chapter 10: <i>Movement Across the Curriculum</i></b> Movement Sentences No Competition in the Classroom lecture & demo Group Work Time/Preparation	
Week 13	5/19	<b>Read and Take Notes on Chapter 11: <i>Using Movement and Music for Transitions</i></b> Transition Songs GROUP TIME PRESENTATIONS Bring 35 copies of your group activity plan Guest Speaker: Toni Newman (2:00 pm)	Activity Plan # 3: Perceptual Motor (1 Copy)
Week 14	5/26	GROUP TIME PRESENTATIONS Bring 35 copies of your group activity plan Children with Special Needs Video: Play Power with Sharron Krull	Philosophy Statements
Week 15	6/2	GROUP TIME PRESENTATIONS Bring 35 copies of your group activity plan <b>Sign up</b> for portfolio review time Closing the Music & Movement circle	Songbooks  Last Day to submit late assignments or to turn in emailed assignments  SEALab Project Due (optional assignment)
Week 16	6/9	PORTFOLIO REVIEW NO LATE PORTFOLIOS ACCEPTED	Portfolios