

Child Development 117

Music and Movement for Young Children

3 units; 3 hours lecture

Prerequisite: Child Development 103 with a minimum grade of C or equivalent or Concurrent Enrollment

*Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment
Degree applicable Transfer CSU*

This course focuses on the principles and methods of planning, presenting, and evaluating music and movement experiences for young children ages two to six. 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. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Course Objectives:

1. Identify developmentally appropriate music and movement experiences for children ages two through six, in diverse early childhood educational programs.
 - Term or other papers
2. Formulate objectives and concepts for music and movement experiences for young children.
 - Term or other papers
3. Plan and present music and movement for young children.
 - Presentation
4. Design music and movement experiences to foster cognitive, psychosocial and physical development of young children.
 - Term or other papers
5. Create and evaluate teaching materials appropriate for music and movement experiences for young children.
 - Presentation
6. Evaluate the skills and knowledge children gain from appropriate music and movement experiences.
 - Term or other papers
7. Adapt music and movement materials and activities for children with special needs.
 - Presentation
8. Plan, present and evaluate music and movement experience to meet the needs of children from diverse cultures.
 - Presentation
9. Develop and employ strategies to communicate the value of music and movement activities to parents of young children.
 - Term or other papers
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.
 - Term or other papers

Student Learning Outcomes (SLO):

1. Curriculum Cycle

Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood music and movement activities and environments.

2. Activity Plans

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.

3. Role of the Teacher

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to music and movement.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>