

CHLD 73: MUSIC & MOVEMENT IN THE EARLY YEARS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate knowledge of current research linking music to areas of development
- Design a music plan to enhance various areas of development.
- Evaluate music materials for their appropriateness for young children.

Description

Music and movement activities and experiences that facilitate non-musician teachers to express ideas and implement expanded curriculum ideas for infants/toddlers, preschoolers and school aged children. Elements of presentation and basic concepts of teaching music and movement to promote the growth and development of the young children.

Course Objectives

The student will be able to:

1. Recognize the basic elements of music applicable to the infant/toddler, preschool and primary school child.
2. Evaluate music materials for their appropriateness for young children.
3. Recognize and apply the importance of cultural sensitivity in child development.
4. Demonstrate knowledge of current research linking music to areas of development.
5. Plan a music-nurturing environment.

Course Content

1. Recognize the basic elements of music applicable to the infant/toddler, preschool and primary school child
 - a. Determine applicability of music based on:
 - i. Beat
 - ii. Rhythm
 - iii. Melody
 - iv. Singing skills of children
2. Evaluate music materials for their appropriateness for young children based on children's capacity to:

- a. Listen
 - b. Interact with it
3. Recognize and apply the importance of cultural sensitivity in child development
 - a. Develop ways to incorporate music/instruments from children's homes into the curriculum
 4. Demonstrate knowledge of current research linking music to areas of development
 - a. Learning through music
 - i. Development of listening skills
 - ii. Strengthening of aural discrimination
 - iii. Enhancement of memory
 - iv. Helping children speak clearly and pay attention
 - v. Facilitating smoother transitions
 - vi. Encouragement of children's cooperation, and thinking and problem solving skills
 - vii. Enhancement of children's literacy skills
 - b. Review current research about the influences of music in prenatal stage of development
 - c. Understand music as a tool in an inclusive environment
 - i. Levels the playing field for all participants
 - ii. Calms and focuses the mind
 - iii. Encourages interaction among all children in nonthreatening and enjoyable way
 5. Plan a music-nurturing environment for the classroom that includes:
 - a. Considerations for students with disabilities
 - b. Possibility of music in every learning center including outdoors

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Classroom with wood floors or carpet without tables or with movable chairs/tables.
2. When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class work includes building simple rhythm instruments and activities, research and presentation of movement activities and songs that foster development, and adapting activities for children with disabilities
Class discussion on reading assignments
Midterm projects to evaluate and present recorded music, children's books that feature songs, and felt board activities
Final project to evaluate the student's ability to plan a circle time for children using felt board, instrument, and movement activities based on the interests of young children
Class participation

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises
Oral presentations
Class activities

Representative Text(s) and Other Materials

Sarrazin, Natalie. [Music and the Child](#). 2021.

Sarrazin text available at [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Music_and_the_Child_\(Sarrazin\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Music_and_the_Child_(Sarrazin))
Selected articles assigned by instructor.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to video viewings, and experiences such as research projects and field trips
4. Research, planning and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education