



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Child Development 117
Descriptive Title: Music and Movement for Young Children
Course Disciplines: Child Development/Early Childhood Education
Division: Behavioral and Social Sciences

Catalog Description:

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.

Conditions of Enrollment:

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

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: February 18, 1997
Transfer UC: No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

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

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Value of Music and Movement A. Preschool Programs B. Elementary and After-Schools Programs C. Indoor and Outdoor Play
Lecture	3	II	Effects of Musical and Creative Development A. Physical Domain B. Social and Emotional Domain C. Cognitive Domain D. Characteristics of Children E. Infants F. Toddlers G. Preschoolers H. Children with Special Needs
Lecture	5	III	Contents of Movement Programs A. Perceptual Motor Activities B. Music C. Cultural Activities D. Group Singing E. Creative Movement F. Dancing G. Relaxation Activities
Lecture	3	IV	Planning Music and Movement Sessions A. Scheduling B. Space C. Group Size D. Equipment and Props E. Honoring Culture
Lecture	2	V	Effective Group Times A. Developmentally Appropriate Practices B. Choosing and Using Music C. Transitions
Lecture	1	VI	Movement and Music Across the Curriculum A. Art B. Language Art C. Mathematics D. Science E. Social Studies
Lecture	1	VII	Music and Movement for Transitions A. Transitions Within the Classroom B. Transitions to Outdoors C. Cleanup D. Nap Time E. Departures

			F. Greetings G. Beginning Group Times
Lecture	3	VIII	Developing Activity Plans A. Objectives B. Concepts C. Procedures D. Integrated Theme-Based Activities
Lecture	6	VIII	Positive Learning Environments A. Effective Group Times B. Personal Space C. Working with Disruptive Children D. Role of Relaxation E. Adapting Activities for Children with Special Needs F. Value of Non-Competitive Activities
Lecture	5	IX	Developing Rhythmic Skills A. Using Instruments in the Classroom B. Natural Rhythm C. Body Percussion D. Rhythm Instruments E. Multicultural Rhythm Instruments F. Group Times and Activities with Rhythm Instruments
Lecture	3	X	Outdoor Play A. Climbing Structures B. Hula Hoops C. Slides D. Balls E. Parachutes F. Safety in Outdoor Play G. Obstacle Courses H. Balance Beams I. Bean Bags J. Benefits of Outdoor Play
Lecture	9	XI	Music and Movement Experiences A. Planning B. Presenting C. Evaluating
Lecture	3	XII	Creative Movement Experiences A. Creative Expression B. Musical Selections C. Visual Imagery D. Ribbons and Scarves E. Child-Created Activities
Lecture	3	XIII	Perceptual Motor Activities A. Coordination, Strength, Balance, Flexibility, Agility, Speed, Body Awareness, B. Creativity, Improved Concentration and Cognitive Functions, Memory and Problem Solving Skills, Critical Evaluation

Lecture	1	XIV	Communicating the Value of Music and Movement Activities to Parents A. Utilizing Parents as Partners In and Out of the Classroom B. Guest Speakers and Volunteers C. Role and Value of Music and Movement Related to Childhood Obesity and Other Health Issues D. Presenting Research in Support of Music and Movement Programs
Lecture	2	XV	Standards A. State Standards B. National Association of the Education of Young Children (NAEYC) C. Developmentally Appropriate Practices
Lecture	1	XVI	Resources A. Professional Organizations B. Relevant Publications and Websites C. Sources for Equipment and Props
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Develop a two to three page letter to parents describing the benefits of an early childhood movement and music program. Include suggestions for developmentally appropriate activities parents can provide and participate in with their children at home.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Observe and evaluate a music and movement experience for young children. In a two- to four-page essay, assess how the activity encourages the development in areas such as perceptual motor, rhythm, language, creative movement, social skills or a combination. Propose ways in which the activity can be improved to enhance a child's development, modified to promote diversity, or adapted for children with special needs.
2. Develop a music and movement activity plan based on a theme that can be integrated into the total curriculum for a day. In a three- to four-page paper, include the developmental objectives, concepts, procedures and theme-based integrated related activities to further develop or enhance the concepts and objectives presented in the plan.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Written homework
Term or other papers
Presentation

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations
- Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Rae Pica. Experiences in Movement. 5th ed. Thompson Delmar, 2013
 Qualifier Text: Discipline Standard.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Students will furnish various materials and supplies necessary to the preparation and presentation of learning activities.

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Child Development-103	Sequential

B. Requisite Skills

Requisite Skills
Understanding of Piaget's theory of cognitive development. CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.
Ability to identify major principles governing development.

CDEV 103 - Define developmental theory and explain how theories are used to understand child behavior and development.
Ability to recognize and analyze the effects of environmental and cultural influences on development. CDEV 103 - Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category : Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Antoinette Phillips on 10/01/1996

BOARD APPROVAL DATE: 02/18/1997

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Michelle Moen

Date: 3/27/2019

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