

COURSE OUTLINE

**Child Development 152  
Music for Young Children**

**Catalog Statement**

CHLDV 152 explores musical experiences appropriate to the development of the infant, the preschool child, the elementary school child, and the exceptional child.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

**Total Faculty Contact Hours: 48.0**

Prerequisite: None

Recommended Preparation: Eligibility for ENGL 120 or ESL 151 and Math 145.

**Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations.

**Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- demonstrate understanding of music education philosophies and their relationship to educational theories;
- develop a repertoire of age-appropriate music activities and lessons including: songs, chants, movement games, listening selections and sound exploration that represent an anti-bias approach;
- demonstrate understanding of basic music terms and music theory;
- acquire basic skills in playing rhythm instruments and the soprano recorder;
- demonstrate understanding of the integration of music within the arts and other curricular areas;
- demonstrate understanding of the power of music in a young child's life.

### **Course Content**

**Total Faculty Contact Hours = 48**

#### **Introduction (7 hours)**

Overview of course content and objectives  
Examination of goals for the use of music with young children  
Role of the caretaker and/or teacher in infant group care, nursery school, children's centers and child development centers  
Review of developmentally appropriate levels in music of infants, preschool children, and elementary school children

#### **Developmental significance of music education for young children (12 hours)**

Infant motor-sensory experience and future language development  
The development of listening skills in children 0-8  
The development of language and singing  
Songs appropriate for children 0-8

#### **Basic songs to assist children in developing basic concepts (6 hours)**

Body and self-identity  
Time relationships and sequences  
Environmental experiences  
Cleanliness  
Food  
Exercise and rest

#### **Music as a tool for creative expression (6 hours)**

Creating melodies and rhythms  
Finger plays and story telling with music

#### **Music and movement with young children (3 hours)**

#### **Instruments and music for young children (5 hours)**

Playing instruments  
Homemade instruments

#### **Music as a teaching tool (9 hours)**

Selecting of music of different genres for different purposes  
Musical props for teaching and learning  
Using music throughout the curriculum

### **Methods of Instruction**

The following methods of instruction may be used in this course:

- lecture/discussions;
- small group discussions and presentations;
- educational technologies (web enhanced);
- demonstration and modeling of appropriate strategies & techniques;
- media presentations (CD, DVD, etc.).

### **Out of Class Assignments**

The following out of class assignments may be used in this course:

- annotated bibliography (e.g. compile a list of music and oral storytelling and book combinations that are developmentally appropriate for a specific age group);
- group project (e.g. develop and present an activity that demonstrates the use of a drum and/or autoharp as an accompaniment to children's movement);
- research paper (e.g. identify and examine music education philosophies and their relationship to developmental theory);
- final project (e.g. develop a repertoire of age appropriate music activities and lessons that represent an understanding of anti bias curriculum).

### **Methods of Evaluation**

The following methods of evaluation may be used in this course:

- quizzes;
- midterm that includes short answer and essay questions;
- final examinations that include short answer and essay questions.

### **Textbook**

Beall, Pamela Conn and Susan Hagen Nipp. *Wee Sing Around the World (Book and CD)*. New York: Penguin Group, 2006. Print.

8<sup>th</sup> Grade Reading Level. ISBN: 978-0843120059

*This is a classic book and the most recent edition of the book.*

Lumsden, Ben and Caroline Lumsden. *Language Through Music: Book 1*. Glendale: Edition Peters. 2002. Print.

13<sup>th</sup> Grade Reading Level. ISBN : 9781901507959

### **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- demonstrate an understanding of music education philosophies and their relationship to developmental theory;
- plan and implement a variety of age-appropriate music activities and lessons that demonstrate an understanding of music theory and the anti-bias approach to curriculum;

- demonstrate basic skills in playing rhythm instruments and the soprano recorder;
- effectively integrate music education experiences into the curriculum for young children.
-