

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 111**COURSE TITLE:** Curriculum: Music/Motor Skills**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is a study of the development and significance of music and perceptual motor activities in child development from infancy through kindergarten. Emphasis is placed on basic teaching techniques and selecting suitable materials and equipment for various age and maturity levels among preschool children. This course is designed for students who have an interest in working with children ages 0 - 5 in settings such as preschools, daycares etc.

**REQUISITES:****Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4  
&  
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the importance of music and movement and the role of musical and motor learning activities in a child's early development.
2. Illustrate the ability to use basic instruments such as rhythm instruments, tone bells and the autoharp as part of a music curriculum for children.
3. Create a variety of music and motor activities designed to develop perceptual awareness and the natural movements of children ages 0 - 5.
4. Apply a variety of daily experiences to music and movement activities in order to develop conceptual learning among children ages 0 - 5.
5. Construct a music curriculum for children ages 2 - 5 that includes listening and moving to music, developing an appreciation for music, singing, and an introduction to instruments.
6. Select a variety of songs that may be integrated into language, science and social studies curricula throughout the school day.
7. Analyze music as a means of enhancing the educational experiences of children with special needs.
8. Choose a variety of ballads, folk songs, musical instruments and dances to integrate into a

multicultural music curriculum for pre-school children.

9. Compare and contrast a variety of musical approaches to child development and early education.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Introduction to music and motor curriculum for children
  - A. Importance of music and movement
  - B. Basic instruments
    1. Tone bells
    2. Autoharp
    3. Other
- II. Music during infancy
  - A. The young child's musical and motor development
  - B. Music making in infancy
  - C. Importance of lullabies
  - D. Auditory stimulation from birth to one year
  - E. Musical and motor learning activities
  - F. Favorite songs and rhythms
  - G. Musical skills development from birth to five years
    1. Listening and moving to music
    2. Singing
    3. Playing musical instruments
- III. Music for the ones and twos
  - A. New opportunities for enjoyment and learning
  - B. Selected characteristics of one- to two-year-olds
  - C. Using nursery rhymes
  - D. Chanting - the link between speech and rhythm
  - E. Elements of musical beginnings
    1. Learning as an active process
    2. Developing perceptual awareness
    3. Distinguishing among sounds in the environment
  - F. Favorite songs and rhythms
- IV. Music for the twos to threes
  - A. Selected characteristics of two- to three-year-olds
  - B. Response from toddlers to sound and movement
  - C. Building on children's natural movements
    1. Importance of individual attention
    2. Using music that promotes body movement
    3. Providing for spontaneous play/motor activity
    4. Enhancing play activities with musical phrases and short songs
    5. Matching child's pitch to illustrate singing in unison
    6. Choosing songs with appropriate pitch and length
    7. Introducing group singing
    8. Experimenting with instruments
    9. Providing opportunities for body movement
  - D. Favorite songs and rhythms
- V. Music for the threes and fours
  - A. Selected characteristics of three- to four-year-olds
  - B. Conceptual learning through movement and music
    1. Teaching designated areas
    2. Teaching body movements to songs
    3. Teaching with enthusiasm and joining in
    4. Giving children the space to observe before participating

- 5. Teaching children to stop an action on cue
- C. Putting daily experiences to music
- D. Favorite songs and rhythms
- VI. Music for the fours and fives
  - A. Building a meaningful music curriculum
  - B. Selected characteristic of four-year-olds
  - C. Selected characteristics of five-year-olds
  - D. Listening to music
    - 1. Conditions that promote good listening
    - 2. Listening activities and games
  - E. Developing appreciation of music
    - 1. Listening to live performance
    - 2. Program music for listening
    - 3. Using background music for listening
  - F. Singing
    - 1. Research and the singing voice
    - 2. Choosing songs
    - 3. Presenting new songs
    - 4. Reluctant singers
    - 5. Teaching a new song
  - G. Instruments
    - 1. Body percussion
    - 2. Percussion through sound-making devices
    - 3. Introducing instruments
  - H. Establishing a listening-music center
    - 1. Inviting resource visitors
    - 2. Other firsthand and vicarious experiences with instruments
  - I. Movement
    - 1. Movement for the fours and fives
    - 2. Imaginative teachers
    - 3. Moving the way the music makes you feel
    - 4. Children creating their own movements
    - 5. Fundamentals of movement
    - 6. Establishing the beat
    - 7. Using recordings and props
    - 8. Guidelines for enhancing movement
  - J. Favorite songs and rhythms
- VII. Music through the school day
  - A. Music and language - songs that tell a story
  - B. Music and reading skills - songs that spell out words
  - C. Music, science and numbers - songs based on nature and numbers
  - D. Music and social studies - songs about places and various cultural holidays
  - E. Favorite songs and rhythms
- VIII. Music for children with special needs
  - A. Least restrictive environment
  - B. General suggestions for children with special needs
  - C. Good teaching techniques
  - D. Music for special needs
    - 1. Physically disabled children
    - 2. Children with visual and hearing impairments
    - 3. Children with speech and language disorders
    - 4. Culturally distinct children
  - E. Intellectual differences and music
- IX. Music - a child's heritage
  - A. A changing America - teaching music in a multicultural society
  - B. Ballads, folk songs and opera
  - C. Musical instruments
  - D. Customary United States songs
  - E. Dance
  - F. Music as therapy

- G. Extending our knowledge
- H. Favorite songs and rhythms
  1. This Little Light of Mine (Spiritual)
  2. The Little Stick ((South America)
  3. Looby-Loo (Old English folk song)
  4. London Bridge (English singing game)
  5. There's a Little Wheel (Spiritual)
  6. Alouette (French Canadian)
  7. See the Little Ducklings (German folk tune)
  8. Ladyo, Ladyo (Old Swiss melody)
  9. Hanukkah Latkes (Hebrew)
  10. Kookaburra (Australia)
  11. Mi Rancho (Mexico)
  12. Abot Tangewuo (Kenya)
  13. Sakura (Cherry trees - Japan)
- X. Musical approaches for young children
  - A. Dalcroze eurhythmics
  - B. The Kodaly method
  - C. The Orff approach
  - D. The Suzuki method or talent education
  - E. Education through music (ETM)
  - F. The concept of beat competency

**B. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus
- II. 2. A curriculum resource file
- III. 3. Paragraphs related to the use of music and movement in early childhood learning and development
- IV. 4. A music and movement curriculum and program for young children
- V. 5. Library and/or internet research related to developing music curricula for children from infancy through kindergarten
- VI. 6. Field trips to educational programs

**C. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. The assigned and optional textbooks
- II. 2. Professional journals such as:
  - III. a. Young Children
  - IV. b. Child Development
- V. 3. Internet sites such as:
  - VI. a. [www.childrensmusic.org](http://www.childrensmusic.org)
  - VII. b. [www.ffcd.org](http://www.ffcd.org)
  - VIII. c. [www.cdasingo.com](http://www.cdasingo.com)

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Plan a music and movement curriculum and program for young children in a multicultural setting
- II. 2. Choose a variety of songs for given purpose such as enhancing a traditional language, science and/or social studies program with music and movement
- III. 3. Evaluate a given child's musical, motor and conceptual development

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Paragraphs related to specific topics in the area of child music and perceptual motor education
- II. 2. Music and movement lesson plans for children from infancy through five years old

## 2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Performance on objective tests and analytical essay exams  
Performance on music and movement curriculum and program development for young children  
Performance on field projects  
Performance on writing assignments  
Class participation

## 3. METHODS OF INSTRUCTION:

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

- \* Lecture
- \* Lecture Discussion
- \* Audio-Visual
- \* Collaborative Learning
- \* Other (Specify)
- \* 1. Guest speakers

## 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

### TEXTBOOKS:

1. Bayless, Kathleen and Marjorie Ramsey. Music: A Way of Life for the Young Child, 4th ed. Prentice Hall, Merrill, NY, 1991, ISBN: 067521372X
2. Miche, Mary. Weaving Music into Young Minds, 1st ed. Delmar/Thomson Learning, Albany, NY, 2002, ISBN: 0766800199

### MANUALS:

### PERIODICALS:

### SOFTWARE:

### SUPPLIES:

### ORIGINATOR:

**ORIGINATION DATE:** 02/01/1987

**PROPOSAL ORIGINATOR:** Susheela Narayanan

**CO-CONTRIBUTOR(S)**

**PROPOSAL DATE:** 04/08/2002