



COURSE OUTLINE : CHLDV 152

D Credit – Degree Applicable

COURSE ID 001389

Cyclical Review: October 2020

COURSE DISCIPLINE : CHLDV
COURSE NUMBER : 152
COURSE TITLE (FULL) : Music for Young Children
COURSE TITLE (SHORT) : Music for Young Children

CATALOG DESCRIPTION

CHLDV 152 focuses on designing developmentally appropriate musical experiences for young children. This course introduces basic principles and theories of music development in children from birth to age twelve. It also considers the developmental needs of children with special needs.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141 and MATH 15.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar and Writing IV	Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.	Yes
2	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
4	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
5	MATH	15	Foundations of Algebra	Add, subtract, multiply, and divide real numbers;	Yes
6	MATH	15	Foundations of Algebra	convert between percents, decimals and fractions;	Yes

EXIT STANDARDS

- 1 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;
- 2 explain basic music terms and music theory;
- 3 acquire basic skills in playing rhythm instruments and the soprano recorder;
- 4 discuss the integration of music within the arts and other curricular areas.



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STUDENT LEARNING OUTCOMES

- 1 effectively integrate music education experiences into the curriculum for young children;
- 2 explain music education philosophies and their relationship to developmental theory;
- 3 plan and implement inclusive pedagogy and anti-bias behavior in music activities.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • 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 	7	0	7
2	Developmental significance of music education for young children <ul style="list-style-type: none"> • 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 	12	0	12
3	Basic songs to assist children in developing basic concepts <ul style="list-style-type: none"> • Body and self-identity • Time relationships and sequences • Environmental experiences • Cleanliness • Food • Exercise and rest 	6	0	6
4	Music as a tool for creative expression <ul style="list-style-type: none"> • Creating melodies and rhythms • Finger plays and story telling with music 	6	0	6
5	Music and movement with young children	9	0	9
6	Instruments and music for young children <ul style="list-style-type: none"> • Playing instruments • Homemade instruments 	5	0	5



7	Music as a teaching tool • Selecting of music of different genres for different purposes • Musical props for teaching and learning • Using music throughout the curriculum	9	0	9
				54

OUT OF CLASS ASSIGNMENTS

- 1 annotated bibliography (e.g., compile a list of music and oral storytelling and book combinations that are developmentally appropriate for a specific age group);
- 2 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);
- 3 portfolio assignment (e.g., develop a repertoire of age appropriate music activities and lessons that represent an understanding of anti bias curriculum).

METHODS OF EVALUATION

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

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



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TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Music and Childhood: From Preschool through the Elementary Grades	Required	Cengage	4	Print	Patricia Shehan Campbell	128505747 3	2013