

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 128 – MUSIC AND MOVEMENT FOR CHILD DEVELOPMENT**

3 hours lecture, 3 units

**Catalog Description**

Exploration of the importance and meaning of music and movement for infants, toddlers, and preschool children, including children with special needs. Areas emphasized will be listening skills, singing, movement education, and creating instruments.

**Prerequisite**

None

**Course Content**

- 1) Values, purposes and goals of music for infants, toddlers, and preschool children, including young children with special needs
- 2) Basic elements of music, such as melody, beat, rhythm, and tonality
- 3) A wide variety of music and movement methods and materials appropriate for young children that reflect developmental appropriateness, cultural diversity, and adaptations for young children with special needs
- 4) Music and movement resources for working with young children, including children with special needs
- 5) Planning for quality inclusive music and movement experiences, environments, and curriculum extensions
- 6) The role of the teacher

**Course Objectives**

Students will be able to:

- 1) Design a music and movement program that is developmentally appropriate for young children, including children with special needs.
- 2) Identify and demonstrate techniques for quality music and movement experiences in an inclusive early childhood education program.
- 3) Develop and evaluate quality music and movement activity plans appropriate for young children, with modifications for young children with special needs.
- 4) Select quality songs, instruments, movement materials, and related curriculum activities that reflect developmental appropriateness, cultural diversity, and adaptations for young children with special needs.
- 5) Plan, present, and evaluate a music and movement experience for a group of young children.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Individual class presentations that require a student to demonstrate skills in planning, implementing, and modifying developmentally appropriate music and movement experiences for young children.
- 2) Written activity plans, with evaluation and documentation which measure a student's ability to present a music and movement activity to a group of young children.

- 3) Class activities that require a student to demonstrate the ability to use resources, methods and materials for music and movement experiences that are developmentally appropriate, culturally diverse, and adapted for young children with special needs.
- 4) Written exams which measure a student's ability to design a quality music and movement program for young children, identify and apply techniques for sharing music and movement experiences for young children, and select appropriate quality materials.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Smart classroom with moveable tables/chairs, storage areas for supplies

**Method of Instruction**

- 1) Lecture and discussion
- 2) Demonstration
- 3) Guided small group activities
- 4) Individual presentations
- 5) Observation in early childhood settings, particularly the Child Development Center
- 6) Multimedia materials

**Out-of-Class Assignments**

- 1) Reading assignments
- 2) Presenting a music and movement circle to a group of children
- 3) Preparation of materials for presentation during class
- 4) Organization of a resource file of course materials

**Texts and References**

- 1) Required (representative examples):
  - a. Edwards, Linda Carol. *Music and Movement: A Way of Life for the Young Child*. 7th edition. Pearson, 2013.
  - b. Gallagher, Jere and Nancy, Sayre. *Music and Movement*. 15th edition. Pearson, 2015.
- 2) Supplemental: None

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Values, purposes, and goals of music and movement for infants, toddlers and preschool children, including young children with special needs.
- 2) Basic elements of music, such as melody, beat, rhythm, and tonality.
- 3) A wide variety of music and movement methods and materials appropriate for young children that reflect developmental appropriateness, cultural diversity, and adaptations for young children with special needs.
- 4) Music and movement resources for working with young children, including children with special needs.
- 5) Planning for quality inclusive music and movement experiences, environments, and curriculum extensions.
- 6) The role of the teacher.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Design a music and movement program that is developmentally appropriate and culturally diverse for young children, including children with special needs.
- 2) Discuss the importance of quality music and movement experiences and their impact on the development of children 0-5 years old with an emphasis on brain development.
- 3) Develop, and present, quality music and movement activity plans that are developmentally appropriate for young children, with modifications for young children with special needs.