Course Outline

COURSE: CD 15       DIVISION: 50       ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018       CURRICULUM APPROVAL DATE: 11/27/2017

SHORT TITLE: MUSIC/PERF ART CHILD-FOUN/FRAM

LONG TITLE: Music and Performing Arts for Children-Foundations and Frameworks

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>Lecture: 1</td>
<td>Lecture: 18</td>
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<td></td>
<td></td>
<td>Lab: 0</td>
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<td></td>
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<td>Other: 0</td>
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<td></td>
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<td>Total: 1</td>
<td>Total: 18</td>
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</tbody>
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COURSE DESCRIPTION:

An introduction to music and the performing arts curriculum within the social, cultural, and developmental context of young children. Provides practical strategies for implementing the curriculum frameworks developed for this domain, including strands of music, drama, and dance. Applicable to required or professional development units for Child kindergarten, and early-primary teachers. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
Measure of assessment: homework: written assignment, exam
Year assessed, or planned year of assessment: 2018
Semester: Spring
2.  Plan environments and opportunities to support children’s development of appreciation of the arts including opportunities to express themselves through music, dance, and dramatic play.
Measure of assessment: homework, demonstration, exam, resource binder
Year assessed, or planned year of assessment: 2018
Semester: Spring
3.  Articulate the teacher’s role in collaborating with families to support children’s art awareness and expression.
Measure of assessment: discussion, homework, exam
Year assessed, or planned year of assessment: 2018
Semester: Spring

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 11/27/2017
3 hours
Content: Overview of course content, student expectations, and methods of evaluation. Description of music/performing arts resource notebook with table of contents, compilation of materials, assignments, activities, and resources. Introduction to the California Preschool Learning Foundations for Performing Arts. Including its purpose and use, relationship to the California Core State Standards and Content Standards for California Public Schools, and the Relationship to Desired Results Developmental Profile (DRDP).
Relationship of music/performing arts with early learning according to stages and ages of children 2 – 8 years. Daily experiences and routines as a vehicle to provide diverse opportunities for children to participate in music, drama, and dance. Selection of materials, instruments, props and types of music activities for young children.
Student Performance Objectives: Define the roles of the CA Foundations and Frameworks: Performing Arts and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten). Identify the importance of music/performing arts experiences for children 2 – 8 years.
3 hours
Content: Stages and ages of children from infancy to older preschooler. Types of songs and dances that correspond to children’s typical behaviors, developmental interests and needs. Class participation of different songs and dances: personal songs, body parts, action songs/dances, songs/dances about animals, places, things, music from different cultures. Exploration and experimentation with different elements on sound, dance, and rhythms.
Student Performance Objectives: Demonstrate two new songs/dances learned in class. Identify different songs and dances that are developmentally appropriate for children at different ages and stages. Demonstrate techniques in stopping and going to beats and sounds.
3 hours
Content: Writing curriculum guide and lesson plans for music and movement. Discuss the fundamental movements and basic components of music. Describe the role of creativity integrated in music and movement experiences. Use of equipment and materials in music and performing arts: rhythm sticks, shakers, balls, bean bags, streamers, drums. Demonstrations of more music and movement activities for children.
Student Performance Objectives: Discuss the value of lesson plans and curriculum guide. Write a simple music or performing arts lesson plan using activities presented in class.
3 hours
Content: Continue topic about writing curriculum guide for performing arts and music and lesson plans. Use of different equipment: parachutes, streamers, drum, and simple games. Demonstration of songs about animals, objects, sound and rhythm stories, and simple instruments. Identify how music and performing arts are integrated in other curricular areas such as math, language, and science. Types of dramatic play activities for young children. Developing skills and strategies to create, invent, and express through drama. Use of different costumes and props, taking into consideration children’s interests and abilities.

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Student Performance Objectives: List and describe selected math, language, and science concepts that can be integrated in music/performing arts curriculum. Demonstrate different teaching strategies and approaches in introducing different types of music and drama experiences. Review different songs from different cultures.

3 hours
Content: Lecture and discussion on: Supporting Children's Appreciation and Participation in Music, Dance, and Dramatic Play - Partnering with Parents and Other Caregivers.
Student Performance Objectives: Discuss the ways teachers can collaborate with parents and other caregivers to support children’s appreciation and participation in music, dance, and dramatic play.

1 hour
Content: Student presentations of Resource Binders.
Student Performance Objectives: Present contents of Resource Binder.

2 hours

METHODS OF INSTRUCTION:
Lecture, multi-media, demonstration.

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours: 6
Assignment Description: Out of Class Assignments: Readings from the Preschool Learning Foundations Vol. 2 and/or Preschool Curriculum Framework Vol. 2. Writing assignment: Student's music and performing arts experiences as a child. Oral assignment: Practice new songs presented in class with children in their home and/or an educational center.

Required Outside Hours: 6
Assignment Description: Out of Class Assignments: Readings from the Preschool Learning Foundations Vol. 2 and/or Preschool Curriculum Framework Vol. 2.

Required Outside Hours: 6
Assignment Description: Out of Class Assignments: Readings from the Preschool Learning Foundations Vol. 2 and/or Preschool Curriculum Framework Vol. 2. Write different lesson plans and fill out portions of the curriculum guide about stages and ages, categorization of songs and movement. Practice new activities with children at home and/or an educational center.

Required Outside Hours: 6
Assignment Description: Out of Class Assignments: Readings from the Preschool Learning Foundations Vol. 2 and/or Preschool Curriculum Framework Vol. 2. Write a lesson plan incorporating dramatic play activities for young children.

Required Outside Hours: 6

Required Outside Hours: 2
Assignment Description: Out of Class Assignments: Study for final exam.

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 30.00 %
Percent range of total grade: 20% to 40% Written Homework, Lesson Plan, Curriculum Guide, Music/Movement resource notebook
Problem-solving assignments
Percent of total grade: 20.00 %
Percent range of total grade: 10% to 30% Teacher-made music/movement materials.
Skill demonstrations
Percent of total grade: 20.00 %
Percent range of total grade: 10% to 30% Demonstration of music and performing arts experiences.
Objective examinations
Percent of total grade: 20.00 %
Percent range of total grade: 20% to 40% Multiple Choice, Essay
Other methods of evaluation
Percent of total grade: 10.00 %

REPRESENTATIVE TEXTBOOKS:
Recommended Representative Textbooks
Reading Level of Text, Grade: 12th Verified by: MS Word
Required Other Texts and Materials
California Preschool Curriculum Framework, Volume 2 Publisher: California Department of Education, Child Development Division Sacramento, CA
Experiences in Movement and Music by Rae Pica, Publisher: Cengage Learning.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
  Transferable CSU, effective 200730
UC TRANSFER:
  Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 15
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000281078
Sports/Physical Education Course: N
Taxonomy of Program: 130500

12/6/2017