

Course Outline

COURSE: CD 15 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 03/14/2023

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

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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18
		Total Learning Hrs:	54	

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 Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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).
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.
3. Articulate the teacher's role in collaborating with families to support children's art awareness and expression.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Identify the importance of music/performing arts experiences for children ages two to eight years.
2. Discuss developmentally appropriate practices in regards to lesson plans and curriculum guides, taking into consideration culture, language, and family.
3. Examine how teachers can collaborate with parents and other caregivers to support children's appreciation and participation in music, dance, and dramatic play.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/14/2023

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.

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

Final Exam

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

Assignment Description: Out of Class Assignments: Readings from the Preschool Learning Foundations Vol. 2 and/or Preschool Curriculum Framework Vol. 2. Complete Resource Binder.

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

Jere Gallagher. Movement and Music: Developing Activities for Young Children. Pearson,2015.

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:

CSU Crosswalk Course Number:

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