

**MIDDLESEX COMMUNITY COLLEGE  
EARLY CHILDHOOD EDUCATION DEPARTMENT**

**ECE 106- Music and Movement for Young Children**

**Instructor:** Norma Rosado-Javier  
**Class Time:** Monday 5:30pm-8:00pm (Hybrid)  
**Credits:** 3  
**Email:** Use Blackboard Message board.  
**College email:** [nrosado-javier@mxcc.commnet.edu](mailto:nrosado-javier@mxcc.commnet.edu)

**CRN#** 3235  
**Semester:** Fall 2016  
**Room:** 507 Meriden Center

**Office Hours:**  
**Monday** 3:30pm-5:30pm (Meriden).  
**Tuesday/Thursday** 11:00am-12:30pm  
**Tuesday** 4:30pm-5:30pm or by appointment  
**Snow Hall Room 508**

**Course Description:**

This course is designed to investigate the role of music and movement in early childhood development. Emphasis will be on the elements of movement, songs, circle games, rhythmic activities and musical instruments. Various movement methods and techniques will be examined.

**TEXT:**

Pica, Rae. **Experiences in Movement & Music -Birth to Age Eight.**  
(5<sup>th</sup> Edition) Wadsworth, Cengage Learning. 2013.

**Course Objectives:**

Upon completion of course, students will be able to:

- Describe the role of movement education in the child's physical, social/emotional, and cognitive domain.
- Name and explain Howard Gardner's theory of multiple intelligences and its effect on children's learning.
- Understand the importance of enhancing creativity and creative expression in young children's development.
- Discuss the developmental milestones, as they pertain to movement experiences, for infants, toddlers, preschoolers, and early-elementary children.
- Demonstrate appropriate movement experiences for infants, toddlers, preschoolers, and early-elementary children.
- Create lesson plans that promote movement activities that include all the elements of movement.
- Describe how to use music and movement activities from a problem-solving approach.

- Explain the importance of choosing a variety of music and movement activities to contribute and expose children to multicultural education.
- Understand how movement and music can be used for transitions within the classroom.
- Describe general accommodations made for the inclusion of children with physical challenges, hearing impairments, visual impairments, emotional disabilities, and limited understanding for music and movement activities.
- Create movement activities using a variety of props typically available in early-childhood settings.
- Use a variety of articles regarding music and movement for young children as a teaching tool to share with peers, staff, and parents.
- Incorporate music and movement activities throughout the early childhood curriculum to support and enhance intentional teaching methods.

#### **Course Requirements/Grading Grid/ Grading Description**

<b>A</b>	<b>Discussion Posts</b>	<b>140</b>
<b>B</b>	<b>Article Review</b>	<b>200</b>
<b>C</b>	<b>Mid-Term Exam</b>	<b>250</b>
<b>D</b>	<b>Song Picture Book Activity</b>	<b>160</b>
<b>E</b>	<b>Final Project/ Presentation Music and Movement Lesson</b>	<b>250</b>
	<b>Total Points</b>	<b>1000</b>

#### **Course Requirements/Description:**

##### **A) Discussion Post (7x20 points each): (140 points).**

Each week that we meet online, you will be responsible for posting an initial response thread in the discussion link located in the course menu. You will also need to respond to someone else's thread. (You may respond to more than one if you wish). The initial thread must directly relate to the discussion question posted. (More information about discussion boards will be found in the discussion board link).

##### **B) Article Review: (200 points).**

This assignment has two parts:

During on-ground class time, we will be discussing various articles on the effects of music and movement on the developing child.

You are to choose an article provided in class, and as part of a small group, do a class presentation no longer than ten minutes summarizing

the article. Opportunities will be given for classmates to ask questions and to discuss the article in detail. In addition, each student in the group is responsible for submitting individually a two page typed-written **reflection** on your thoughts and reactions about the article.

**C) MID-TERM EXAM: (250 points).**

The mid-term exam will be the only test grade you will receive for this class. It will cover Chapters 1 through 6 as well as the notes and activities discussed in class. It will consist of a series of short answers in addition to some short-type essays. A study guide will be distributed and reviewed in class prior to the exam date. It will be provided both on-ground and online.

**D) SONG PICTURE BOOK ACTIVITY: (160 points).**

You will need to locate a book that contains an illustrated version of children's songs that can be used in an early childhood education setting. The book will have illustrations for the children to make connections and the words to the familiar song. As a group we will all share our books during a class discussion.

Additional information will be distributed in class for this assignment.

**E) FINAL PROJECT/PRESENTATION: (250 points).**

**Music and Movement Lesson Plan**

This project will consist of a complete music and movement curriculum lesson plan that you will be responsible for planning and demonstrating in class using your peers as participants. Your lesson plan should contain the following activities in this exact order:

- Greeting Song
- Stationary Warm-Up Movement Activity
- Locomotor Warm-Up Movement Activity
- Exploration of One Element Activity
- Cool Down Activity
- Ending Song

**A form will be distributed in class where you are required to put the above information in writing. In addition, you will be leading a small group as you demonstrate and present your music and movement lesson. It is strongly recommended that you include props and movement materials (ex: musical instruments, bean bags, rhythm sticks, children's music, etc.) in your lesson activity to add variety and excitement.**

**Examples will be practiced in class throughout the semester.**

**WRITTEN COMMUNICATION STANDARDS:** Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

**NOTE FOR ALL ASSIGNMENTS:**

Assignments must be typed with **12-size font and double-spaced** and must be submitted on due dates. **No hand written work will be accepted. All assignments must creatively have cover page to include student's name, instructor's name, course title and number, course CRN#, clear assignment topic or heading, and submission date. All biographic notations of any articles, other sources reviewed to complete assignments, or cited in the report must be acknowledged in the reference list.**

**Use APA or MLA format in writing your references. See websites below.**

**APA** [http://www.mxcc.commnet.edu/images/customerfiles/L\\_PDF/APA.pdf](http://www.mxcc.commnet.edu/images/customerfiles/L_PDF/APA.pdf)

**MLA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/MLA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf)

**Instructor's Expectations of Students in class:**

1. **Class participation** is expected and is needed for small group activities. Many of the class activities involve small groups and are intended for students to engage in active learning.
2. Students are responsible for all reading assignments and all materials covered in class.
3. **All assignments are due on the dates indicated.** Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date.
4. **Please turn off or turn to vibrate cell phones upon entering the class. Refrain from texting during class as it can be a distraction/disrespectful to the instructor or other students.**

**MINIMUM STUDY TIME:** It is imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. You must spend time and learn the materials in the textbook, readings, and study class notes as well as material covered in course. Research shows that the more time a college student spends studying, the more the student learns.

## IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).



### NON-DISCRIMINATION STATEMENT

*Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.*

*The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:*

- Primary Title IX Coordinator  
Dr. Adrienne Maslin  
Dean of Students/Title IX and Section 504/ADA Coordinator  
[amaslin@mxcc.edu](mailto:amaslin@mxcc.edu); 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator  
Ms. Queen Fordham  
Coordinator of the Meriden Center Welcome Desk  
[qfordham@mxcc.edu](mailto:qfordham@mxcc.edu); 203-608-3011

### **COURSE OUTLINE**

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
Week 1 8/29/16	Introductions/Ice Breaker Review Syllabus/Course Overview/ Group Activity	Read Chapter 1
Week 2 9/5/16  9/12/16 <b><u>Online</u></b>	<b>No Class-Labor Day</b> <b>PART I</b> <b>The Basics of Movement Education</b> <b>Chapter 1</b> -Movement's Role in Child Development	Read Chapters 2
Week 3 9/19/16	<b>Chapter 2</b> -Movement's Role in Musical and Creative Development  <b><u>Articles Available for Article Review</u></b>	Read Chapter 3
Week 4 9/26/16 <b><u>Online</u></b>	<b>Chapter 3</b> -Child Development Characteristics And Their Impact on the Movement Program	Read Chapter 4
Week 5 10/3/16	<b>Chapter 4</b> - Content of the Movement Program <b><u>Article Presentations Due!</u></b>	Read Chapter 5
Week 6 10/10/16 <b><u>Online</u></b>	<b>Part II Planning for Movement and Music</b> <b>Chapter 5</b> -Lesson Planning	Read Chapter 6
Week 7 10/17/16	<b>Chapter 6</b> - The When, Where, and What of Movement Sessions  <b>Review for Mid-Term</b>	<b>Study for Mid-Term</b>
Week 8 10/24/16	<b>MID-TERM EXAM</b> <b><u>Online/On-ground</u></b>	Read Chapter 7
Week 9 10/31/16	<b>Chapter 7</b> - Choosing and Using Music	Read Chapter 8
Week 10 11/7/16 <b><u>Online</u></b>	<b>PART III</b> <b>Facilitating Movement Experiences</b> <b>Chapter 8</b> -Teaching Methods	
11/11/16	<b>Last day to Withdraw from Class!</b>	

Week 11 11/14/16	<b>Sharing/Discussing Song Picture Book Activity!</b>	Read Chapter 9
Week 12 11/21/16 <b><u>Online</u></b>	<b>Chapter 9</b> -Creating and Maintaining a Positive Learning Environment	Read Chapter 10
Week 13 11/28/16	<b>Part IV Movement and Music Through The Day Chapter 10</b> -Movement Across the Curriculum	Read Chapters 11
Week 13 12/3/15 <b><u>Online</u></b>	<b>Chapter 11</b> -Using Movement and Music for Transitions	Read Chapters 12
Week 14 12/5/16	<b>Chapter 12</b> - Bringing Movement Education Outdoors	Work on Final Movement Lesson.
Week 15 12/12/16	<b>LAST CLASS –Final Music and Movement Lessons Due!</b>	

### References:

Active Start: A Statement of Physical Activity Guidelines for Children Birth to Age 5. National Association for Sport and Physical Education, 2009:

[http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm`](http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm)

Back to Sleep, Tummy to Play, Healthy Child Care America, American Academy of Pediatrics. 2008: <http://www.healthychildcare.org/pdf/SIDStummytime.pdf>

Craft, Diane H, McCall Renee M. Moving with A Purpose.: Developing Programs for Preschoolers of All Abilities. Human Kinetics. 2000.

Miche, Mary. Weaving Music into Young Minds. Delmar Thomson Learning. 2002.

Pica, Rae. Moving & Learning Across the Curriculum: 315 Activities & Games to Make Learning Fun. Delmar Publishers.1999.

Pica, Rae. Wiggle, Giggle, & Shake: 200 Ways to Move and Learn. Gryphon House, Inc.2001.

Silberg, Jackie. The I Can't Sing Book for Grownups Who Can't Carry A Tune in a Paper Bag But Want to do Music with Young Children. Gryphon House.1998.