

EDU 152
MUSIC, MOVEMENT, AND LANGUAGE

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED

Corequisites: None

This course introduces historical perspectives of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is on designing an environment that focuses on language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

COURSE OBJECTIVES:

At the completion of this course the student will be able to:

- a. Describe the developmental patterns of early growth of young children.
- b. Explain the connection between music and language.
- c. Describe how to differentiate between planned and incidental teaching in music/language/movement.
- d. Explain the most important areas of musical learnings in early childhood.
- e. List musical concepts appropriate to the developmental levels of young children.
- f. List the basic symbols of music notation.
- g. Name percussion and other musical instruments utilized in early childhood.
- h. Develop lesson plans with individual difference in language/communication skills levels in mind.
- i. Provide opportunities for children to communicate non-verbally through music and creative expression and movement.
- j. Communicate and suggest to parents the importance of and method for helping their children develop good language skills.
- k. Name the benefits of incorporating cultural music and other languages in early childhood plus experience the importance of laying a foundation for better relations.

OUTLINE OF INSTRUCTION:

- I. Developmental overview
 - A. The infant and toddler
 - B. The three year old
 - C. The four year old
 - D. The five year old

- II. Musical Experiences
 - A. Listening
 - B. Movement
 - C. Singing
 - D. Playing
 - E. Rhymes
 - F. Fingers plays

- G. Chants
 - H. Song stories
- III. Musical learning
- A. Rhythm
 - B. Melody and harmony
 - C. Mood
 - D. Creativity
- IV. Teachers / music and movement
- A. Attitude and approach
 - B. Ability
 - C. Cognitive development
 - D. Auditory awareness
 - E. Auditory discrimination
 - F. Auditory sequencing
 - G. Basic movement
- V. The curriculum and music
- A. Music and whole language
 - B. Music and integrated curriculum
 - C. Incidental and planned teaching
- VI. Diversity and music/language
- A. Cultural diversity
 - B. African American music
 - C. Hispanic music
 - D. Asian music

REQUIRED TEXTBOOK AND MATERIALS:

Pica, Rae. Experience in Movement. Delmar Publishers, Inc. 1995

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.