

CHLD 122: MUSIC AND RHYTHMS FOR CHILDREN

Citrus College Course Outline of Record

| Heading | Value |
|-------------------------|-------------------------------|
| Effective Term: | Fall 2021 |
| Credits: | 2 |
| Total Contact Hours: | 36 |
| Lecture Hours : | 36 |
| Lab Hours: | 0 |
| Hours Arranged: | 0 |
| Outside of Class Hours: | 72 |
| Strongly Recommended: | ENGL 101. |
| Transferable to CSU: | Yes |
| Transferable to UC: | No |
| Grading Method: | Standard Letter, Pass/No Pass |

Catalog Course Description

This course will provide the student with basic skills and techniques for using musical instruments, recordings and songs and develop rhythmic movement activities to use with preschool and early school-age children. Students will analyze, discuss and plan developmentally appropriate curriculum that supports children's music and movement appreciation, expression and knowledge. Previous music experience is not required. 36 lecture hours.

Course Objectives

- develop a file and repertoire of songs and movements for young children
- assess and describe a variety of musical artists and their creative uses with young children
- develop and implement techniques for use with rhythm instruments
- formulate, implement and assess techniques and ideas for integrating rhythmic movements, with or without music, into the curriculum utilizing the principles of child development
- analyze and describe children's natural chants, songs and rhythm movements
- develop age-appropriate curriculum lesson plans that nurture early childhood language and literacy development including the use of children's literature
- implementing math with music curriculum

Major Course Content

1. Singing
 - a. Song experiences for preschool and early school-age children
 - b. Use of children's own natural chants and songs
 - c. Musical and singing games
 - d. Songs with the flannelboard or a puppet
 - e. Creating an illustrated song
2. Rhythmic Instruments
 - a. Techniques for use with preschool and early school-age children
 - b. Using instruments with physical activities

- c. Use of metronome and music box
 - d. Creating musical instruments
3. Physics of Sound for Young Children
 - a. Vibration
 - b. Collecting and experimenting with sounds
 - c. Recording sounds and voices
 4. Recordings
 - a. Sources
 - b. Creative use and limitation in use with children
 - c. Developing a sequence of activities on records for use with children
 5. Rhythmic Movement
 - a. Experiencing rhythmic movement with and without music
 - b. Skills and techniques with children
 - c. Using children's natural rhythmic movement
 - d. Use of pompons, scarves, and other movement apparatus
 6. Instruments the Teacher Plays
 - a. Autoharp or guitar
 - b. "One finger" piano
 - c. Drum improvisation
 7. Children's Music and Adults
 - a. Musical guests in the classroom
 - b. Interpreting young children's music to parents
 - c. Parent education
 - d. Philosophy of musical activity in relation to the development of the whole child
 8. Listening - Auditory Discrimination Games
 - a. Musical sounds, contrasting sounds, associating sounds to objects
 - b. Rhythmic patterns
 - c. Presence and absence of sound - where it is, how long it lasts
 - d. Word sounds - relationship of music and language development in children
 9. Creative Musical Development of Young Children
 - a. Infants, toddlers and two year olds
 - b. Three to five year old children
 - c. Six to eight year old children
 10. Music Across the Early Childhood Curriculum:
 - a. Math, science and art
 - b. Social studies and language arts
 - c. Other experience with curriculum
 - d. Musical appreciation with young children

Suggested Reading Other Than Required Textbook

Luthey, M., and Miller, Paula, and Reyes, Julia, 1999 Language Through Music: Prekindergarten Through Second Grade, Learning Through Music Publications

The reading for this course is:
PRIMARILY COLLEGE LEVEL

Examples of Required Writing Assignments

Example #1: Students will collect and organize a repertoire of developmentally appropriate songs and movement activities for use with children in the professional field of early childhood education.

Example #2: Students will create developmentally appropriate music and movement curriculum lesson plans for use in the professional field of early childhood education.

Examples of Outside Assignments

Example #1: Survey music and movement experiences for children

Example #2: Observe and evaluate early childhood musical and movement curriculum

Instruction Type(s)

Lecture, Online Education Lecture