

**San Bernardino Valley College**  
**Course Outline**  
**Child Development 130**  
**Creative Music and Movement for Children**

I. CATALOG DESCRIPTION :

CD – 130: Creative Music and Movement for Children

3 hours = 3 units

This course will explore the importance of music and movement for the development of the young child. Developing creative experiences in both music and movement to bring out the child's ability to express themselves using rhythm, sounds and movement. Experiences with musical instruments to use with children in the classroom along with ways to bring music and movement ideas into the daily lesson plan.

Prerequisite: None

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT : One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Identify the developmental stages of music and movement abilities in children
- B. Identify the components of developmentally appropriate music and movement experiences for children
- C. Plan, prepare and facilitate thematic music and movement experiences for children
- D. Develop a repertoire of songs, chants and music to be used with children
- E. Prepare and demonstrate the use of developmentally appropriate music and movement props and materials used with children
- F. Describe a developmentally appropriate philosophy about teaching children's music and movement
- G. Identify the basic components of children's music to include volume, setting, pitch, timbre, duration and rhythm
- H. Identify the basic components of children's movement to include progression, body technique, spatial awareness, relaxation, original choreography, aesthetic experiences, formation and emotional expression

IV. CONTENT:

- A. Fundamentals of Music
- B. Fundamentals of Movement
- C. Developmental Perspective
  - 1. Music in the earliest years – infancy to toddlerhood
  - 2. Music for two to three year olds
  - 3. Music for four to five year olds
  - 4. Music for the school age child
  - 5. Music for children with special needs
- D. Curriculum Development
  - 1. Classical music
  - 2. Contemporary music and rock
  - 3. Music across the curriculum
    - a. History
    - b. Language Arts

- c. Science/Math
- d. Cognitive
- e. Creative
- f. Social Studies
- 4. Multi-cultural music
- 5. Original songs
- 6. Instruments in the classroom
- 7. Music as therapy

V. METHODS OF INSTRUCTION:

- A. Methods of instruction will include the following components:
  - 1. Weekly lecture time, with a percentage of this time devoted to student participation and discussion
  - 2. Assignments that require reading of course material, outside of regular class time
  - 3. Completion of assignments, that involve the use of writing skills
- B. Methods of instruction may include any or all of the following components as well:
  - 1. Presentations
  - 2. Use of audio-visual aids
  - 3. Demonstrative experiments
  - 4. Problem solving assignments
  - 5. Field trips
  - 6. Computer aided instruction
  - 7. Written assignments relating to experiences and outcomes
  - 8. Notebooks
    - a. Collection of music and movement activities for children
    - b. In class presentations and demonstrations

VI. TYPICAL ASSIGNMENTS:

- A. Assigned reading from text and other sources  
Example: Read Chapter 7; Music in Early Childhood Curriculum
- B. Music notebook to include music and movement experiences, lesson plans and class notes.
- C. Shared presentations:  
Example: Create and design your own instruments, made out of household items, and present them to the class

VII. EVALUATION (S):

- A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:
  - 1. Written tests in the form of
    - A. Question/answer
    - B. Essay  
Example: Compare and contrast the music and movement abilities of two, three, four and five year olds.
    - C. Evaluation of research and/or term papers  
Example: Resource notebook that will include samples of musical instruments
    - D. Examinations
  - 2. Other methods may include:

1. true-false tests
  2. multiple choice tests
  3. matching items tests
  4. completion tests
  5. special projects
- B. Frequency of Evaluations
1. Weekly quizzes
  2. Monthly unit exams
  3. One midterm
  4. One final exam

VIII. TYPICAL TEXT(S):

Barlin, Ann Leif, Teaching Your Wings to Fly, Learning Through Movement, 1997

Bayless and Ramsey. Music: A Way of Life for the Young Child Macmillan; 1997

Cherry, Clare. Creative Movement for the Developing Child Fearon; 1994

Hansen, Wilhelm, Musicbook O, Magnamusic, 1998

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Household items and/or recyclable materials need to make homemade musical instruments and a large three-ring notebook.