



The University of Southern Queensland

Course Specification

Description: Early Childhood Music Education

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2018	14807	2, 2002	ONC	1.00	TWMBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Kari Winer

Moderator: Deborah Geoghegan

RATIONALE

It is widely acknowledged that the expressive arts are both a vehicle for the expression of human feeling, and for human thought. The visual arts, music, movement, and the dramatic arts are disciplined forms of inquiry and expression through which children and adults organise feelings and ideas about experience. Music offers children a medium through which they can come to know themselves and others, their world and their relationship to this world, more intimately and effectively. Hence, music education should provide children with the understandings and skills necessary for the articulation of thoughts, ideas and feelings. In order to use the arts expressively, children have to come to know the materials and symbols of their chosen media through active employment and mindfulness. To be expressive in music and movement children must have command of the materials related to the medium. This places an emphasis on the child as a 'maker' which implies knowledge and control of the medium. Early childhood teachers play an important role in guiding children's learning and creativity, by assisting them in the manipulation and mastery of materials and techniques in music.

SYNOPSIS

This course focuses on music and movement in early childhood. It provides students with the skills and knowledge necessary to guide children's musical development in the early years. It will examine how music and movement can be integrated into the early childhood classroom environment to foster the development of an understanding of the elements of music and movement, and an ability to apply this understanding to singing, playing of melodic and percussive instruments, improvisation and moving. The main approaches to music education (Dalcroze, Orff Schulwerk, and Kodaly) are examined, and at least one of these approaches is applied in music and movement workshops to guide students through appropriate experiences for young children.

OBJECTIVES

On successful completion of this course students will be able to:

- discuss the role of music as a symbolic language in early childhood and beyond;
- understand children's musical development in the early years;
- explain the major approaches to music education for young children;
- understand the elements of music and movement;
- know a repertoire of songs;
- improvise with the voice, the body and instruments;
- demonstrate a repertoire of movement, to accompany speech, singing and instruments;
- guide young children's musical thinking, expression and development using at least one of the major approaches (Dalcroze, Orff Schulwerk, or Kodaly).

TOPICS

Description	Weighting (%)
1. The nature of aesthetics - aesthetic qualities, aesthetic responses and aesthetic discourses	40.00
2. Personal aesthetics	10.00
3. Aesthetics in the arts	30.00
4. Aesthetics in non-art objects and environments	10.00
5. Aesthetics knowledge as applicable knowledge	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Andress, B 1998, *Music for Young Children*, Harcourt Brace Publishers, Fort Worth.

Pope, Joan (ed) 1997, *Heather Gell's Lessons in Music Through Movement for Four to Six Year Olds*, CIRCME UWA, Nedlands.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Abramson, Robert, M 2001, The approach of Emile Jacques-Dalcroze, *Teaching music in the twentieth century*, Prentice-Hall, Englewood Cliffs NJ.

Askew, G 1993, *Music Education in the Primary School*, Longman, Australia.

Bachman, M.L 1991, *Dalcroze Today: An Education Through and Into Music*, Oxford Press, New York.

Choksy et al 2001, *Teaching Music in the Twentieth Century*, 2nd edition, Prentice Hall, Upper Saddle River, NJ.

Department of Education. Queensland 1996, *Music Syllabus and Guidelines Years 1-7*, PSSD, Author, Qld.

Farmer, B. (ed) 1982, *Ideas for Music*, Thomas Nelson, Melbourne.

Findlay, Elsa 1971, *Rhythm and Movement: Applications of Dalcroze Eurhythmics*, Summy-Birchard Inc, USA.

Gell, H 1997, *Heather Gell's Lessons in Music Through Movement for Four to Six Year Olds*, CIRCME, Nedlands, WA.

Harris, V 1996, *Musical Expression: Its Nurturance in Young Children*, Lady Gowrie Child Centre, Brisbane.

Hogg, N. (ed) 1988, *A Parent's Guide to Children's Music Lessons*,

Jacques-Dalcroze, Emile 1988, *Rhythm, Music and Education. Trans. Harold Rubinstein*, Ayer, Salem, NH.

Meacock, Virginia Hoge 1994, *Dalcroze Eurhythmics in Today's Music Classroom*, Schott, New York.

Pope, Joan. (ed) 1996, *Heather Gell's Thoughts on Dalcroze Eurhythmics and Music Through Movement*, CIRCME, UWA, Nedlands.

Pugh, A. & L 1998, *Music in the Early Years*, Routledge, London & New York.

The Dalcroze Society of South Australia Inc 1966, *The Eurhythmics of Emile Jaques-Dalcroze. Music, Movement, Drama. Its Origins and its Purpose 1865-1996*, LM Cox, South Australia.

Vanderspar, E 1986, *Dalcroze Handbook: Principles and Guidelines for Teaching Eurhythmics*, The Dalcroze Society Inc, Launceston, Cornwall.

Wright, S. (ed) 1991, *The Arts in Early Childhood*, Prentice- Hall, NY.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	50
Private Study	80

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY-MUSIC & MOVEM'T	30.00	30.00	Y	23 Aug 2002
IN-CLASS MUSICAL ACTIVITY	35.00	35.00	Y	22 Jul 2002 (see note 2)
FOLIO OF RESOURCES	35.00	35.00	Y	01 Nov 2002

NOTES:

2. Date of in-class musical activity will be advised during lectures.

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in the course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted and passed.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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