

**Murray State University  
COMMON SYLLABUS**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION  
COURSE PREFIX: ELE COURSE NUMBER: 302 CREDIT HOURS: 3**

**I. TITLE:** Music and Movement for Young Children

**II. COURSE DESCRIPTION AND PREREQUISITES:**

An in-depth exploration of developmentally appropriate music and movement experiences for young children infancy through 5 years of age. Students will develop skills to assist young children with and without disabilities in producing, recognizing and creating simple songs, playing with melody, and expressing feelings through music and movement.

**Prerequisite(s):** MUS 200

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and InTASC Standards addressed by that objective. Upon successful completion of this class, students will be able to As a result of participation in this course, the student will demonstrate the ability to

- A. match developmental stages of young children infancy through 5 years of age with and without disabilities to music selection and instruction (IECE I, IV, V; NAEYC 1; CEC 1, 2, 3; InTASC 1, 2);
- B. write and implement lesson plans for music and movement activities for young children from infancy through 5 years of age (IECE I, II, III; NAEYC 4, 5; CEC 3, 5; InTASC 4, 5, 7, 8);
- C. teach children to make and to play simple musical instruments (IECE, III; NAEYC 4; CEC 4; INTASC 8)
- D. utilize a variety of musical experiences to explore volume, pitch, tone, rhythm, melody and movement (IECE III; NAEYC 4, 5; CEC 4; INTASC 4, 5);
- E. use stories, pictures and dramatizations for musical activities and language development (IECE, III; NAEYC 4, 5; CEC 4; INTASC 4, 5);
- F. use media, technology and assistive technology in developmentally appropriate ways (IECE II, III, IX; NAEYC 4, 5; CEC 3, 4 INTASC 1, 2, 7, 8); and

- G. identify music curricula and multiple sources of assessment for the purposes of providing music and movement experiences for young children with and without disabilities (IECE, I, IV; NAEYC 3, 5; CEC 3, 4, 8, INTASC 2, 5, 6, 7).

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of assignments.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in this course through course readings, topics discussed and assignments.

#### **IV. COURSE CONTENT:**

This course presents music and movement for all young children infancy through 5 years of age using strategies and activities that encourage creativity, self-expression and aesthetic response. Content will include:

- A. Developmentally appropriate practices
- B. Music curricula
- C. Adapting activities for children with disabilities
- D. Using technology, media and assistive technology
- E. Making simple musical instruments
- F. Naturalistic evaluation

#### **V. INSTRUCTIONAL ACTIVITIES:**

This course will use instructional activities such as small groups activities and presentations, demonstrations, lecture, classroom discussions, journal readings, internet searches, and field trips. Activities for this class will include, but are not limited to, making musical instruments, writing finger plays/songs, and writing/demonstrating the use of lesson plans for music and movement in the classroom setting.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Outside field experiences with young children including observations and teaching music and movement activities will be required. The class field experiences required in this class carry an extra responsibility for the student to act professionally in regard to early childhood program administrators and staff. Intense interaction with young children requires patience and understanding in order to be successful. The skills of cooperation, flexibility, sensitivity and understanding learned in field experiences are important contributing factors to being a good early childhood professional. If student is forced to miss a field experience, he/she needs to contact the administrator and cooperating teacher at the early childhood program and inform the course instructor. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

#### **VII. TEXT(S) AND RESOURCES:**

Pica, R. (2000). *Experiences in Movement with Music, Activities and Theory* (2<sup>nd</sup> ed.).

Delmar-Thomson

Learning, Albany, NY.

Resources may include sources such as the media center, ATCOM Lab, Waterfield Library.

### **VIII. EVALUATION AND GRADING PROCEDURES:**

The following grading scale will be use for this course:

A=90-100% of total points  
B=80-89% of total points  
C=70-79% of total points  
D=60-69% of total points  
E=below 59% of total points

### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*. Attendance is expected in this class. The instructor adheres to the attendance policy found in the current MSU undergraduate bulletin.

### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

#### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress through the program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committees for those IECE graduate students working on initial certification. Negative flags are reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.