Course Control Number: CCC000413288		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.		
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dr. Bruce Wallace

CB01 - Subject and Course #:   CHD 131

CB02 - Course Title: Music for Early Childhood

New Course: ☐	Non-Substantial: ☒	Substantial: ☐

Articulation Request:	☐ UC	☒ CSU	☐ CSU-GE	☐ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0

Prerequisites:

Co-requisites:

Advisories:

CB03 - TOP Code:	1305.00 - Child Development/Early Care and Education
CB04 - Credit Status:	D - Credit - Degree Applicable
CB05 - Transfer Status:	B - Transferable to CSU only
CB08 - Basic Skills Status:	N - Course is not a basic skills course
CB09 - SAM Priority Code:	C - Clearly Occupational
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification:	Y - Credit Course
CB13 - Approved Special:	N - Course is not a special class
CB21 - Prior Transfer Level:	Y - Not Applicable
CB22 - Noncredit Category:	Y - Credit Course
CB23 - Funding Agency:	Y - Not Applicable
CB24- Program Status:	1 - Program Applicable
Transfer Request:	B= CSU only

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B
☐ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course may be used as an elective for the A.S. Degree in Child Development
This course is one of the State of California Commission On Teacher Credentialing licensing requirements.
This course is transferable to CSU.

CATALOG DESCRIPTION:

This course will provide the student with basic skills and techniques for using instruments, records, songs, and rhythmic movement with young children. Creation of a curriculum to utilize the child's need for a balance of musical activities appropriate to his development will be explored. Previous music experience not required. (CHD 235)

COURSE OBJECTIVES:

1. Assess and describe a variety of records and their creative uses with young children
2. Develop and implement techniques for use of rhythmic instruments
3. Apply a working knowledge of simple notation in the treble clef in order to read and write a melody line
4. Formulate, implement and assess techniques and ideas for integrating rhythmic movements, with or without music, into the curriculum utilizing the principles of child development
5. Analyze and describe children's natural chants, songs and rhythm movements

STUDENT LEARNING OUTCOMES:

1. Develop a file and repertoire of songs and movements for young children

2..Develop curriculum plans that utilize principles of language development, children's literature, child development and are networked throughout the child's experience

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Singing
   a. Preschool songs and folk songs for young 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 three to six year old 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. Records
   a. Sources
   b. Creative use and limitation in use with young children
   c. Developing a sequence of activities on records for use with young children

5. Rhythmic Movement

a. Experiencing rhythmic movement with and without music
b. Skills and techniques with young 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. 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 young children

9. Creative Musical Development of Young Children
a. Infants, toddlers and two year olds
b. Three to five year old children

10. Music and the Total Preschool Program. Relationship to:
a. Math, science and art
b. Social studies and language arts
c. Space and other concepts

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

1. The assigned and optional textbooks
2. Professional journals
   a. Young Children
   b. Child Development
3. Internet sites
   a. www.ffcd.org
   b. www.naccp.org

4. Examples of writing assignments:

1. Short essays related to specific topics in the area of child art education
2. Written lesson plans for developmentally appropriate art lessons
3. Observations of teachers teaching art activities with evaluation based on identified roles and strategies for facilitating creative development.
4. Observations of children engaged in creative art activities.

5. Appropriate assignments to be completed outside of class:

1. Reading and writing assignments as specified in the course syllabus
2. Assemble a curriculum resource file
3. Short essays related to specific topics in the area of child art education
4. Maintenance of an observation notebook

5. Library and/or internet research

6. Appropriate assignments that demonstrate critical thinking:

1. Create a music curriculum and program for young children based on child development theories, etc.
2. Evaluate a given child's musical development
3. Written observations of children engaged in music activities

7. Other assignments (if applicable):

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center to observe and document one of the course objectives as assigned by the instructor.

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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

1. Performance on objective and analytical essay exams
2. Performance on art curriculum and program development for young children
3. Performance on field projects
4. Performance on writing assignments
5. Class attendance and participation

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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⊠ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail,
courier or electronic transmission to students who are separated from the instructor by distance. Contact
between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction
between instructor and student.

1. **Describe the methods of instruction.**

2. **Describe the methods of evaluating student performance.**

3. **Describe how regular, effective contact between the instructor and a student is maintained.**

4. **Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

5. **Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.**

6. **Describe how the confidentiality of the student's work and grades will be maintained.**

7. **If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)
is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students.   Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-
to-face instruction in a traditional classroom. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

ITV: Instruction is conducted synchronously on closed-circuit television. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

2. Describe the methods of evaluating of student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
   a. Objective and essay examinations
   b. Critiques of specific reading assignments
   c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects

5. Performance on group projects
6. Class participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors will make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students are required to use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.

Patricia Shehan Campbell, / Carol Scott-Kassner; Music in Childhood Enhanced: From Prescool through the Elementary Grades, Spiral Bound Version, 4th Ed., 2019, Pearson

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

DIVISION CHAIR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____