



ECD 138 – Movement and Music for Children
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course is a study of criteria for selecting and implementing appropriate experiences to support the physical and musical development of young children. Emphasis is on the selection of materials, equipment and related design of indoor and outdoor environments.

Prerequisite(s): ENG 100 and RDG 100

Credit Hours: 3.0

Class Schedule:

Instructor:

Office:

Office Hours:

Telephone:

E-mail:

Campus Mailbox: Beltline Campus-Richland Hall 126A

Airport Campus-Saluda Hall 119

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu

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Textbook(s): Edwards, L.C., Bayless, K.M., & Ramsey, M. E. (2009). *Music: A Way of Life for the Young Child*. New Jersey: Pearson/Merrill Prentice Hall. (Sixth Edition)

Course Objectives: Upon completion of this course the student will be able to:

1. Discuss methods for planning movement and music activities for young children. (NAEYC: 1a, 1b, 4b, & 4d)
2. Recognize, plan for, and implement well-balanced musical experiences for all children, adapted to physical, social, emotional, and intellectual capabilities and needs. (NAEYC: 4a-4d, 5a-5c)
3. Provide musical activities that will enhance other learning, such as acquisition of language, listening skills, auditory discrimination, and social learning. (NAEYC: 1a, 1b, 4a-4d, 5a, 5c, 6c)
4. Arrange an environment in which children will feel free to explore and engage in a variety of musical experiences that represent contributions from a variety of ethnic groups and cultures from around the world. (NAEYC: 1c, 4b-4d)
5. Explain why emphasis should be placed on the child's enjoyment of the musical experience rather than on an expected outcome. (NAEYC 1a & 1b)

Course Outcomes and Competencies:

Intended Course Outcome #5: Students will be able to use content knowledge to build meaningful curriculum.

Course Competency: 5a: Students will be able to demonstrate content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Performance Measurement Instrument and Success criteria: Students will successfully complete movement and music lesson plans.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:

Attend class and participate orally.

Read all chapters and assignments.

Complete Movement and Music Activity File.

Complete all activities as assigned

Take four tests.

Complete other random assignments as assigned.

Course Grading:

Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. Work not turned in on time will lose 20% of its points if turned in on or before the next class meeting, and 50% of its points if turned in two weeks late. Work will not be accepted after two weeks.

Tests (4 @ 100)	400
Activities	300
Participation/Attendance	100
Movement and Music Activity File	<u>200</u>
Total =	1000

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended



Academic Affairs Student Guidelines and Expectations

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
 - Copying from another student's paper.
 - Copying or presenting someone else's work as your own.
 - Using unauthorized materials during a test.
 - Collaborating with any other person during a test without permission.
 - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
 - Bribing any other person to obtain information about tests.
 - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's

experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a “0” for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college’s emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (MyMTC Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors’ offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college’s information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCDD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-cccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Class/Date	Topic	Assignments
1	First Day Getting to Know You Review Syllabus Course Expectations Questions Course Intro	none
2	Chapter 1: Beginning the Music & Movement Journey <i>Complete Activity 1</i>	<ul style="list-style-type: none"> • Read chapter 1 • Submit Activity 1
3	Chapter 2: Music & Movement for Young Children	<ul style="list-style-type: none"> • Read chapter 2
4	Test 1	<ul style="list-style-type: none"> • Prepare for Test 1
5	Chapter 3: Music & Movement for Children with Special Needs	<ul style="list-style-type: none"> • Read chapter 3
6	Chapter 4: Music & Movement for Infants & Toddlers <i>Complete Activities 2-5</i>	<ul style="list-style-type: none"> • Read chapter 4 • Submit Activities 2-5
7	Test 2	<ul style="list-style-type: none"> • Prepare for test 2
8	Chapter 5: Music & Movement for 3-year-olds <i>Complete Activity 6</i>	<ul style="list-style-type: none"> • Read chapter 5 • Submit Activity 6
9	Chapter 6: Music & Movement for 4-year-olds <i>Complete Activities 7 & 8</i>	<ul style="list-style-type: none"> • Read chapter 6 • Submit Activities 7 & 8
10	Test 3	<ul style="list-style-type: none"> • Prepare for test 3
11	Chapter 7: Music & Movement for Kindergarten & Early Primary <i>Complete Activities 9 & 10</i>	<ul style="list-style-type: none"> • Read chapter 7 • Submit Activities 9 & 10
12	Music & Movement Activity File due	<ul style="list-style-type: none"> • Submit Music & Movement Activity File
13	Chapter 8: Music & Movement: An Interdisciplinary Approach <i>Complete Activity 11</i>	<ul style="list-style-type: none"> • Read chapter 8 • Submit Activity 11
14	Review for Final Exam	<ul style="list-style-type: none"> • Study
	Final Exam	<ul style="list-style-type: none"> • Prepare for final
	<i>Celebration of Learning _____ 6-7:30pm</i>	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Note: Please keep all assignments for your final portfolio for ECD 243.

Rubric ECD 138-Activities

Name: _____

Purpose/Goal: Students will conduct the following activities as they study movement & music for the young child.

Total possible score: 300

Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Activity 1	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 2	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 3	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 4	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 5	Activity completed as described and submitted on time (30)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 6	Activity completed as described and submitted on time (30)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 7	Activity completed as described and submitted on time (30)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 8	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 9	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 10	Activity completed as described and submitted on time (25)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Activity 11	Activity completed as described and submitted on time (35)	Activity completed, but is incomplete. (15)	Activity not completed. (0)		
Comments:				Total:	

Rubric – ECD 138-Music & Movement Activity File

Name: _____

Purpose/Goal: Students will create 15 Music &/or Movement activities for children from birth to eight years old.
Total possible score: 200

Criteria	Excellent	Fair	Poor	Self	Score
Objective Total possible points = 30	Process based music and/or movement objective and includes a measurable verb (2 pts per activity)	Music &/or movement objective included but not process based or does not include a measurable verb (1 pt per activity)	Not a music &/or movement objective or no objective included (0 pts per activity)		
Standards Total possible points = 30	Activity includes the appropriate standard (SC ELS, SC IT, or SC DOE) (2 pts per activity)	Activity includes inappropriate standard (1 pt per activity)	Standard not included (0 pts per activity)		
Materials Total possible points = 30	All materials are age, culturally, and individually appropriate (2 pts per activity)	Half of the materials are age, culturally, and individually appropriate (1 pt per activity)	Less than half of the materials are age, culturally, and individually appropriate (0 pts per activity)		
Procedures Total possible points = 30	All procedures are age, culturally, and individually appropriate. (2 pts per activity)	Half of the procedures are age, culturally, and individually appropriate. (1 pt per activity)	Less than half of the procedures are age, culturally, and individually appropriate. (0 pts per activity)		
Open ended Questions Total possible points = 30	Activity includes 3 open ended questions(2 pts per activity)	Activity includes 2 open ended questions (1 pt per activity)	Activity includes less than 2 open ended questions (0 pts per activity)		
Evaluation Total possible points = 30	Evaluation is aligned with the objective and specifically describes how the learning will be measured (2 pts per activity)	Evaluation is aligned with the objective or does specifically describe how the learning will be measured (1pt per activity)	Evaluation is not aligned with the objective and does not specifically describe how the learning will be measured (0 pts per activity)		
Organization Total possible points = 10	All activities are organized, clear, complete (all components of the lesson plan) and easy to follow. The file includes title page with your name and title. (10)	Half of the activities are organized, clear, complete (all components of the lesson plan) and easy to follow. The file includes title page with your name and/or title. (5)	Less than half of the activities are organized, clear, complete (all components of the lesson plan) and easy to follow. The file does not include a title page. (0)		
Mechanics Total possible points = 10	Less than 3 grammar and/or spelling errors. Easy to read. (10)	3-8 grammar and/or spelling errors. Difficult to read. (5)	More than 8 grammar and/or spelling errors. Unable to read. (0)		
Comments:	Total:				

Rubric – ECD 138 – Class Participation & Attendance

Name: _____

Purpose/Goal: Students will come to class prepared and actively participate in all activities and discussion in class.

Total possible score: 100

Actual Score: _____

Criteria	Excellent	Fair	Poor	Self	Score
Class 1	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 2	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 3	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 4	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 5	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 6	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 7	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 8	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 9	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 10	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 11	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 12	Is prepared. Comes to class on time. Participates in assigned activities. (7)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 13	Is prepared. Comes to class on time. Participates in assigned activities. (8)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Class 14	Is prepared. Comes to class on time. Participates in assigned activities. (8)	Is prepared. Occasionally participates in assigned activities. (6-4)	Is not prepared and/or comes to class late. Does not participate in assigned activities. (3-0)		
Total:					

Activity # 1:

Visit a child care center. How is music used as a learning experience or as an activity integrated throughout the day? What songs are song?

Activity # 2:

Create one activity that involve ones and/or twos in chanting, fingerplays, nursery rhymes, or instrumentation. Include the objective of the activity, the procedure, the materials needed, and the assessment strategy used.

Activity # 3

Create one activity that involve ones and/or twos in chanting, fingerplays, nursery rhymes, or instrumentation. Include the objective of the activity, the procedure, the materials needed, and the assessment strategy used.

Activity # 4

Select four or five unusual objects that could be used to build good listening habits. Describe and activity with each.

Activity # 5

Interview the mother of a toddler, and determine how the home environment is used to develop the child's perceptual awareness.

Activity # 6

Select three everyday experiences common to threes and fours and adapt each to a familiar melody. Be prepared to present the songs in class.

Activity # 7

As budgetary constraints in school systems create the need to eliminate programs, music instruction is often limited or curtailed. Develop a position statement on this issue.

Activity # 8

Isolate yourself in an environment. In a 15-minute time span, record all of the sounds of which you are aware.

Activity # 9

Music offers unique possibilities to expand and extend vocabulary. Select 4 songs that present unusual vocabulary that would appeal to young children. Provide the songs and lyrics for the class. Be prepared to share.

Activity # 10

Select at least three songs that might be used to integrate each of the following: music and math, music and science, music and social studies, music and reading, and music and art. Be prepared to share.

Activity # 11

Prepare a bulletin board featuring music and one of the curriculum areas.

ECD 138 – Movement and Music for Children

Assessment Record for _____

Assignments and Total Points	Tests	Activities	Participation Attendance	Activity File
Chapter 1 Participation				
Chapter 2 Participation Activity 1	100	25		
Chapter 3 Participation Activity 2 Activity 3		25 25		
Chapter 4 Participation Activity 4 Activity 5	100	25 30		
Chapter 5 Participation Activity 6		30		
Chapter 6 Participation Activity 7 Activity 8	100	30 25		
Chapter 7 Participation Activity 9 Activity 10 Activity 11		25 25 35		
Chapter 8 Participation Movement and Music Activity File	100			200
Totals	400/	300/	100/	200/

- | | |
|--------------|------------------|
| A = 93-100 | 930-1,000 points |
| B = 85-92 | 850-929 points |
| C = 75-84 | 750-849 points |
| D = 70-74 | 700-749 points |
| F = Below 70 | Below 700 points |

Midland's Technical College
ECD 138 – Movement and Music for Children
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

What the instructor needs to know to help me be successful in this class:

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ **Date:** _____

INSTRUCTOR: _____ **Date:** _____