CHLD 55.7 Course Outline as of Fall 2025

CATALOG INFORMATION

Dept and Nbr: CHLD 55.7 Title: MUSIC & MOVEMENT CHILD
Full Title: Music and Movement for Children
Last Reviewed: 2/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
Students will receive an introduction to materials and methods that comprise a developmentally appropriate music curriculum for young children, which includes songs, movement, finger plays, dance, and rhythm. This course addresses the development of creativity and music education for children from birth through age eight and the role of music and movement as part of an integrated curriculum.

Prerequisites/Corequisites:

Recommended Preparation:
Course completion of CHLD 90.4 and Eligibility for ENGL C1000 or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will receive an introduction to materials and methods that comprise a developmentally appropriate music curriculum for young children, which includes songs, movement, finger plays, dance, and rhythm. This course addresses the development of creativity and music education for children from birth through age eight and the role of music and

movement as part of an integrated curriculum. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Course completion of CHLD 90.4 and Eligibility for ENGL C1000 or equivalent
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Transferable	Effective:	Summer 2010	Inactive:
UC Transfer:		Effective:		Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Define goals and key experiences for a music and movement program for young children.
2. Design, implement, and evaluate music and movement activities as part of an integrated curriculum for young children.
3. Explain how early music and movement experiences contribute to development in all domains, including appreciation of cultural diversity.

Objectives:
At the conclusion of this course, the student should be able to:
1. State the goals for a music and movement program for young children, with an emphasis on play as part of an integrated curriculum.
2. Identify key activities in a music and movement program for young children.
3. Demonstrate competence in the use of skills and materials, including various musical instruments, needed to provide a music and movement program for young children.
4. Utilize developmentally appropriate methods to teach music and movement activities to young children.
5. Present songs and dances from a range of cultural traditions and linguistic backgrounds.
6. Articulate the role of music and movement activities and programs that support the development of cognitive/language, physical, and social-emotional skills.

Topics and Scope:

I. Philosophy and Goals of Music and Movement Activities and a Music Program
  A. Movement and dance
    1. The role of movement and dance in supporting language/cognitive, physical, and social-

emotional development
2. Cultural traditions
3. Methods of teaching movement and dance
4. types of movement and dance

B. Music and songs
1. The role of music and song in supporting language/cognitive, physical, and social-emotional development
2. Cultural traditions
3. Methods of teaching music and song
4. Types of music and songs

C. Rhythm, beat, and tempo
1. The role of rhythm, beat, and tempo in supporting language/cognitive, physical, and social-emotional development
2. Cultural traditions
3. Methods of teaching rhythm, beat, and tempo
4. Types of rhythm, beat, and tempo

II. Implementing a Music and Movement Program
A. Preparing age-appropriate curriculum content
B. Utilizing small and large group times
C. Connecting music and movement to an emergent curriculum
D. Creating and utilizing instruments and props
E. Integrating music and movement throughout the day
F. Developing an appropriate environment
1. Organizing the physical space
2. Obtaining supplies for a comprehensive music and movement program
3. Responding to children's individual music and movement interests and capabilities

III. The Role of Music and Movement in a Diverse and Multi-cultural Environment
A. Musical games, activities, and movement from around the world
B. Common themes of songs, music, and movement
C. Introduce songs in various languages
D. Factors that support creativity in the classroom

IV. Essential Instructional Skills for Teaching Music and Movement
A. Singing
B. The use of musical instruments
C. Creating a portfolio of music and movement activities and songs
D. Planning, implementing, and evaluating a developmentally and culturally appropriate music and movement program

Assignment:

The course will include some or all of the following assignments:

Writing Assignments:
1. Compose a written philosophy statement for an early childhood music and movement program (one paper, 500-750 words each)
2. Reflection or analysis papers based on reading assignments (3-6 papers, approximately 750 words each)

Skill Demonstration Assignments:
1. Create a portfolio of music, songs, and finger plays (portfolio to include written material, sheet music or reference to child development, description of activities, and instruments used)
2. Demonstrate movement activities, dance, songs, rhythms, and beat in class

3. Prepare lesson plans for a music and movement, song, and rhythm activity (3-5 with lesson plans of 750 words 1-3 pages each, and class presentation)

Other Assignments:
1. Reading of text and handouts (approximately 10-20 pages per week)
2. Participate in music activities for young children (3-4 written analysis papers, 2 pages each)
3. In-class and/or online participation

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Philosophy statement; reflection or analysis papers	Writing 20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Create a culminating portfolio of activities; demonstrate music and dance activities; lesson plans with class presentation	Skill Demonstrations 40 - 60%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation; participation in music activities	Other Category 10 - 30%

Representative Textbooks and Materials:
Music and Movement: A Way of Life for the Young Child. 7th ed. Edwards, Linda Carol. Pearson: 2012 (classic).
Instructor prepared materials