

Vanguard University

Early Childhood Education

**Music & Movement for the
Young Child**
ECED 310

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.

- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
- develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
- celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

"These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”

Colossians 1:10

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child’s progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children’s positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children’s learning and development from a Biblical worldview, giving evidence of Christ’s love for each child and family.

“But it is the spirit in a man, the breath of the Almighty that gives him understanding.” Job 32:8

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children’s interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ’s love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
6. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.
- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.

- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course introduces concepts related to creativity in music and movement. Topics include a general survey of the basic elements of music and planning, designing, and implementing creative learning. Worship experiences and the connection to music and movement will be explored, as well as the integration of these experiences into the curriculum to enhance spiritual development and all the learning domains. Basic systems of the body will be covered in relationship to movement and physical growth. Spontaneous and planned experiences, media, methods and materials, theoretical foundations and music appreciation will be studied.

Students will:

- identify the relationship between music, movement and creativity
- identify the basic elements of music and design
- understand the various systems of the body and their connection to learning
- identify the use of music and movement to make daily transitions more manageable
- identify the types of music and appropriate materials that engage children's learning in the classroom
- explore the role of music and movement in children's spiritual, physical, social, emotional, and cognitive growth areas
- define the necessary components to include in an early childhood music and movement curriculum
- demonstrate ways to integrate music and movement activities in other curricular content areas
- demonstrate knowledge of the connection with music and movement to worship experiences

Required Text:

Pica, Rae, Experiences in Movement & Music, 4th edition
Wadsworth Cengage Learning, 2010

Suggested Texts:

Chapman, Kathleen, Teaching Kids Authentic Worship: How to Keep Them Close to God for Life
Baker Publishing, 2003

Castleman, Robbie, Parenting in the Pew
Inter-Varsity Press, 2002

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining the on-line student's grade:

Assignment/Grading	Points	Due Date
Quizzes	150	Weeks 1 – 6
Reflection Papers	300	Weeks 1 – 6
Discussion Postings	150	Weeks 1 – 7
Observation Notes	100	Week 6
Lesson Plans	100	Week 7
Final Project	200	Week 7
Total Points	1000 points = 100%	

Format for Reflection Papers (50 points each):

- 3 – 4 pages in length, double spaced
- 12 pt. font, New Times Roman
- Must follow APA style
- Use proper APA citation format for when quoting from the text or articles
- Due by 11:59 pm on Sunday at the end of each week; 75 pts each

Expectation for Final Reflection Paper (200 points):

- 5 page minimum in length
- 12 pt. font, New Times Roman
- Must follow APA style
- Use proper APA citation format for quoting from texts or articles
- Due by 11:59 pm on Sunday, the final day of the class
- Must address all areas of the assignment as listed in the syllabus
- Follow the rubric closely to be considered for the full 200 points

Expectations for posting in the discussion forum (20 points each)

- The student is responsible for posting an initial response to each of the discussion items posted by the professor.
- The student's initial post must be a minimum of three full paragraphs with four full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit). The initial response should reference the text reading, as well as personal perspective.
- Students must post the initial response to the professor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort. Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.
- Responses to other students must contain a minimum of one paragraph with four full sentences.
- Responses should be encouraging and professional and stimulate more discussion.
- Responses limited to "I agree" "Nice job" etc. will not receive credit.

Weekly Quizzes (25 points each)

- Must be completed and submitted by 11:59 pm on Wednesday each week
- Not late submission will be accepted

Observation Notes (100 points)

- Must be completed and submitted by 11:59 pm on Sunday of Week 6
- 10 points will be deducted from the overall grade for each day submitted late
- Must be completed after observations conducted in classroom other than your own

Lesson Plans (100 points):

- Must be completed and submitted by 11:59 pm on Wednesday of Week 7
- 10 points will be deducted from the overall grade for each day submitted late
- Must follow the lesson plan template given in this course syllabus unless prior arrangements were made with the professor
- Must follow the rubric guidelines exactly to be considered for full points

Course Assignments

Week One

The purpose of this week is for the student to begin to build a strong knowledge base and understanding of young children's abilities and characteristics in five major domains of development – spiritual, physical, social, emotional, and cognitive.

Read:

Pica chapters 1 - 3

Research:

Use your text, the internet, or other resources to research the characteristics and abilities of infants, toddlers, and preschoolers in each of the five domains of development. Please include examples of how music may be used to positively impact each age group. This research will be incorporated into your reflection paper due on Sunday.

Reflect:

Choose one age group from the assignment above to write a 3 - 4 page (minimum) thoughtful reflection that demonstrates a thorough knowledge of the chosen age group, characteristics and abilities, as well as a plan for how that knowledge may be used to introduce children to the truths found in the Bible as well as the foundations of a Christian life. Please include references from your text as well as from a minimum of 3 other sources. Each source must be given credit by correctly citing them according to APA writing formatting. This paper must be submitted to TurnItIn.com as well as to the professor in order to be considered for the awarding of full points. It is due by 11:59 pm on Sunday, the last day of week one.

Week Two

The purpose of this week's assignment is for the student to use research-based knowledge of music and movement for lesson planning and development.

Read:

Pica chapter 5

Research:

State of California standards for music and movement for children ages birth through 6. You may find these at www.ca.gov.edu/standards. Select a specific age group that you have particular interest in to focus your lesson plans on. Obtain as much information regarding this age group in relation to physical, social, emotional, cognitive, and spiritual development to focus your lesson development on. Select one skill or theme that you would like to present to your students. Work on creating lesson plans #1 – 3 to teach your choice of a physical skill to be taught. Use the template included in the course syllabus for each lesson.

Reflection:

Describe your experiences as you are beginning to develop lesson plans for the age group you have selected. Are you finding it a challenge to develop ideas and lessons that will allow you to teach skills that are developmentally appropriate for their age? Why or why not. Where were you able to find the most beneficial and helpful information. What made this information so helpful? This reflection must be 1 – 2 pages in length.

Week Three

The purpose of this week is for the student to understand, evaluate, and use their knowledge of current research, developmental stages, and teaching strategies to implement an effective, research-based music program that will positively impact children's learning and development.

Read:

Pica chapters 6 – 8

Research:

Use at least 3 resources to develop a list of things to be considered when planning to incorporate music into a classroom curriculum or program. Focus should be placed on, but not limited to, classroom set-up, materials, and music selection. Each resource used must be given credit by proper APA format citation included at the end of your list.

Reflect:

Use the sample lesson plan included in the course syllabus to develop lesson plans #4 - 6 that are appropriate for a selected age group other than the one used in the reflection paper from week one. Be sure to include clear and measurable objectives that will be the focus of each lesson. These three lessons should be appropriate for use within a faith-based setting. Once your three lesson plans are complete, please write a reflection on what you felt when you were going through the planning process highlighting any specific areas of difficulty or concern. Discuss your selection of music and props, if any, giving explanation of why you chose them and how you feel they will positively impact children's learning and development.

This reflection should be 2 - 3 pages in length and must be submitted to TurnItIn.com as well as the professor in order to be considered for the awarding of full points. It is due by 11:59 pm on Sunday, the last day of week one.

Week Four

The purpose of this week is for the student to explore the role and importance of music and movement for each age level and to evaluate published curriculum as to how well it integrates fun and creativity while meeting specific learning goals.

Read:

Pica chapter 4

<http://www.livestrong.com/article/371220-music-movement-fitness-activities-for-preschoolers-toddlers/> - please read the following articles from this website:

The importance of Music and Movement in the Education of the Young Child

How to Introduce Children to Music

How to Teach Music & Movement to Young Children

Music Movement & Fitness Activities for Preschoolers & Toddlers

<http://www.educationaltoysplanet.com/the-endless-benefits-of-music.html>
http://www.ehow.com/list_5989814_music-movement-ideas-preschool.html

Research:

Using all of the resources listed above or others of your choice identify one curriculum that you feel addresses the needs of preschoolers in the areas of music and movement. Evaluate the positives and negatives of the program based on your knowledge of age group characteristics, activity needs, and five primary domains of development. Be sure to articulate how well you feel it does or does not integrate fun and creativity while still maintaining academic excellence. Please post a 3 – 4 paragraph summary of your research to the discussion board for others to read and respond to. Spend time on the following websites to listen to the musical options they offer. Consider the benefits of using them in your lessons.

<http://childrensmusic.org/>

<http://www.ez-tracks.com/kids.html>

<http://www.classicsforkids.com/>

<http://www.childrensmusic.org/rkids.html>

<http://www.songsforteaching.com/index.html>

<http://www.bestchildrensmusic.com/>

Reflect:

Write a 3 - 4 page thoughtful reflection regarding the major aspects that you feel must be incorporated into a successful, research-based music and movement curriculum for children between the ages of 3 and 5. Cite information learned from your research. This must be submitted to your professor along with the research by 11:59 pm on Sunday at the end of week three. Develop lesson plans #7 – 9 which must introduce specific musical skills or ideas.

Week Five

The purpose of this week is for the student to explore the role of music and movement in children's spiritual development particularly in the area of worship and then demonstrate knowledge of ways to integrate music and movement into faith-based activities such as Sunday school, Children's Church services, etc.

Read:

Pica Appendix 1 – Appropriate Practices in Movement Programs for Children Ages 3 – 5

<http://mysavior.info/article/255> (article by Kevin Williams)

<http://www.churchleaders.com/children/childrens-ministry-articles/143792-preschoolers-and-worship.html> (article by Christine McCauley)

Research:

Select a faith-based facility such as a church and request permission to spend at least one hour observing what they do in their children's ministry or department with young children. It would be best to try and observe a Sunday school program or preschool event that includes an element of worship such as what is described in the articles you read for this week. Using the content on pages 318 – 324 regarding appropriate and inappropriate practices in movement programs for children ages 3 – 5 as well as your knowledge of the elements of a worship service for young children, identify 5 strengths and 5 deficits in the program you observed.

Reflect:

Please write a thoughtful reflection of your observation experience. Include descriptions of the facility, events, participants, etc. that you observed. You should also include a list of strengths and deficits that you observed. Please explain why you chose the strengths that you did, basing your decision on your readings. Also explain why you chose the deficits you did but take them a step further and explain how you would change them into something that another observer would list as a strength. Give a brief summary of your experience and how what you learned will impact you as a teacher. This reflection must be a minimum of 3 - 4 pages in length and must include citations from your research. Each citation must follow proper APA format. This paper must be submitted to TurnItIn.com as well as to the professor in order to be considered for the awarding of full points. It is due by 11:59 pm on Sunday, the last day of week five.

Week Six

The purpose of this week is for the student to explore the use of music and movement across the curriculum as well as the use of music and movement to make daily transitions smooth and manageable.

Read:

Pica chapter 10 and 11

Research:

Use the text as well as the internet to build a list of ideas of how music and movement may be used to facilitate the education of young children in the areas of art, language arts, math, science, and social studies. Please select 3 per curriculum area. You should also build a list of at least 5 different ways to use music and movement for transitions within a typical preschooler's day. Develop lesson plans #10 – 12. These final lesson plans must be designed around a specific theme such as a holiday or event; ex: Christmas, Easter, Columbus Day, Fire Safety, Physical Fitness, etc.

Reflection:

The focus of this final weekly reflection will be to give you an opportunity to synthesize the information you have learned throughout the course in such a way that you will demonstrate the ability to design creative, research-based activities that reflect a knowledge and understanding of the 5 major domains of development for a young child, the function of music and movement in a classroom as well as a faith-based worship service, as well as the importance of incorporating music and movement as an integral part of the preschool curriculum. Please refer to the rubric for the final reflection for specific requirements for this paper. This paper must be submitted to TurnItIn.com as well as to the professor in order to be considered for the awarding of full points. It is due by 11:59 pm on Sunday, the final day of week six.

Week Seven

The purpose of this week is for the student to become familiar with the program standards adopted by the NAEYC and use that knowledge to address the writing prompt for the final paper.

Read:

National Association for the Education of Young Children website – program standards, particularly those that define standards for curriculum relating to physical movement and music education for preschoolers.

<http://oldweb.naeyc.org/academy/standards>

Research:

Review the course readings and your reflections that consider aspects of a successful Music & Movement program in a preschool.

Reflection:

Final Reflection Writing Prompt:

You have been approached by your employer to develop a proposal to incorporate a Music and Movement program into your preschool curriculum. Your employer would like you to present your proposal to your peers during a curriculum planning day. You will need to incorporate researched-based activities that are appropriate for the ages of the children in your preschool. She will be looking specifically for you to demonstrate that you have given thoughtful consideration to the five major domains of development for your students as well as demonstrate knowledge of the benefits of such a program to both your school and the students.

Final Lesson Plan Project

12 lessons must be completed using the template included in the course syllabus. Follow all instructions listed in the assignment criteria. This project is due by 11:59 pm on Sunday evening, the final day of the course. No late assignments will be accepted.

Reflection Papers Rubric – Weekly and Final:

The Paper Includes:	Criteria Met <u>Superior</u>	Criteria Met for the Most Part (Mostly Correct) <u>Sufficient</u>	Criteria Met Somewhat (Major Portions Missing/Incorrect) <u>Minimal</u>	Criteria Not Met <u>Unacceptable</u>
Depth of Reflection Leading to Practice Includes What, So-What and Now-What)	Responses demonstrate an in-depth reflection on, and personalization of, the material. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples provided, as applicable.	Responses demonstrate a general reflection on, and personalization of, the material. Viewpoints and interpretations supported. Appropriate examples provided, as applicable.	Responses demonstrate a minimal reflection on, and personalization of the material. Viewpoints and interpretations unsupported or supported with flawed arguments. Examples, when applicable, not provided or are irrelevant to the assignment.	Responses demonstrate lack of reflection on, or personalization of, the material. Viewpoints and interpretations missing, inappropriate detail, and/or unsupported. Examples, when applicable, are not provided.
Required Components (Title, Numbers, Headings, APA in References & Attached Rubric, etc.)	Responses and format include all components and meet or exceed all requirements indicated in the instructions. Each question or part of the assignment addressed clearly, exactly, and thoroughly.	Responses and format include all components and meet all requirements indicated in the instructions. Each question or part of the assignment is addressed, but unorganized.	Responses and format missing some components and/or do not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment not addressed. Some required portions missing and/or unsuitable for the purpose of the assignment.	Responses and format exclude essential components and/or do not address the requirements indicated in the instructions. Many parts of the assignment addressed minimally, inadequately, and/or not at all.
Total				

Weekly Reflections – 50 points each
 Final Reflection – 200 points

Format for Week 1 – 6 Reflection Papers:

- 3 – 4 pages in length, double spaced
- 12 pt. font, New Times Roman
- Must follow APA style
- Use proper APA citation format for when quoting from the text or articles
- Due by 11:59 pm on Sunday at the end of each week

Expectation for Final Reflection Paper:

- 5 page minimum in length
- 12 pt. font, New Times Roman
- Must follow APA style
- Use proper APA citation format for quoting from texts or articles
- Due by 11:59 pm on Sunday, the final day of class
- Must address all areas of the assignment as listed in the final week's assignment list
- Follow the course rubric for reflection papers to be considered for the full 200 points

Expectations for posting in the discussion forum:

- The student is responsible for posting an initial response to each of the discussion items posted by the professor.
- The student's initial post must be a minimum of three full paragraphs with five full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit). The initial response should reference the text reading, as well as personal perspective.
- Students must post the initial response to the professor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort. Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.
- Responses to other students must contain a minimum of one paragraph with four full sentences.
- Responses should be encouraging and professional and stimulate more discussion.
- Responses limited to "I agree" "Nice job" etc. will not receive credit.

Forum Discussion Grading Rubric – Initial Discussion Responses

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-5 Points
Integration of Material	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-5 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that uses scripture to support ideas	Meets minimum requirement for integration of Biblical worldview that uses scripture to support ideas	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-5 Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-6 Points
				Total Points: 21 pts. possible (per week)

Observation Assignment Criteria (1a, 4b)

You are required to spend 5 hours observing children actively engaged in Music and Movement activities in a classroom context. These hours must be completed in a classroom other than your own. The expectation is that you will be completely focused on independent observation of all aspects of the lesson rather than being the one leading the lesson. That cannot be accomplished within your classroom or with your own students.

Each observation should be approximately one hour in length. The following is an acceptable and realistic breakdown of how you may successfully meet the requirement of one hour in light of the fact that most preschool lessons are not one hour in length.

- 15 minutes observation of preparation
- 30 minutes observation of lesson/activity
- 15 minutes for notes, reflections, etc.

Please complete the observation notes template for each of the 5 hours of observation. You do not need to obtain signatures of the teachers that you observe. If you mention specific children by name, please assign them a pseudonym to protect their identity. Each observation notes page must be submitted to your professor before the end of week 6. They must be typed.

Lesson Plans Assignment Criteria (3b, 5a, 5b)

You will be required to develop 12 lesson plans for the instruction of Music and Movement to one specific age group. Each lesson plan must use the lesson template included in this syllabus unless prior arrangements are made with the professor before the end of week one in order to allow students sufficient time to complete all 12 lesson plans well. The lessons must meet the following criteria:

- 12 lesson plans total
 - Lessons #1 – 3: designed to teach specific physical skills
 - Lessons #4 – 6: designed to be used in a faith-based setting
 - Lessons #7 – 9: designed to teach specific musical skills
 - Lessons #10 – 12: designed around a specific theme (ex. Holiday)
- Each lesson must reflect careful consideration of the characteristics of children as described in the five major domains discussed in week 1 reading assignments

Class _____

Age _____

Skill _____

Theme _____

Length of Lesson _____

Number _____

Physical Preparation of Space _____

Equipment/Supplies needed _____

Activity _____

Instructions _____

Class _____

Age _____

Skill _____

Theme _____

Length of Lesson _____

Number _____

Physical Preparation of Space _____

Equipment/Supplies needed _____

Activity _____

Instructions _____
