**Revise Course (MUS 185, effective Fall 2014)**

### Summary of Changes

<table>
<thead>
<tr>
<th>Current</th>
<th>Requested (Leave blank for no change)</th>
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<tbody>
<tr>
<td>Add Fine Arts general education designation</td>
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### Course Changes

<table>
<thead>
<tr>
<th>Current</th>
<th>Requested (Leave blank for no change)</th>
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<tbody>
<tr>
<td>Prefix</td>
<td>MUS</td>
</tr>
<tr>
<td>Course Number</td>
<td>185</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Distribution Credit</td>
<td>F</td>
</tr>
<tr>
<td>Schedule Type</td>
<td>L/D</td>
</tr>
<tr>
<td>Short Title (30 character maximum, including spaces)</td>
<td>Music in Early Childhood</td>
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### Course Listing

**Current Course Listing**

Study of musical growth and development in children from birth through kindergarten. Techniques, materials, and methods for introducing music to children. Highly recommended for early childhood education concentrations. No prior music experience necessary. Also listed as ECE 120.<p>

**Amended Prerequisites / Corequisites / Restrictions**

**Amended Course Description**

**Grading Mode**

(N grades are not allowed for any graduate programs)

<table>
<thead>
<tr>
<th>Standard (ABCDE)</th>
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</table>

**Repeat Status**

Not-repeatable for additional credit

**Can be Y grade**

**Cross Listings**

(will automatically be created/changed)

<table>
<thead>
<tr>
<th>ECE 120&lt;br/&gt;</th>
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**Found a problem? Please email Catalog Coordinator**
General education outcomes form has been submitted.

**IF THIS AFFECTS PROGRAM REQUIREMENTS, A PROGRAM FORM IS REQUIRED**

## Approvers

<table>
<thead>
<tr>
<th>Name</th>
<th>Reviewer Type</th>
<th>Review Status</th>
<th>Review Time</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Sandra Alberto</td>
<td>GECC Previewer</td>
<td>Pending</td>
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<tr>
<td>Kristina Hansen</td>
<td>Catalog Editor</td>
<td>Accepted</td>
<td>11-02-2013 05:11</td>
<td></td>
</tr>
<tr>
<td>Lois Alexander</td>
<td>Department Chair</td>
<td>Accepted</td>
<td>11-03-2013 11:02</td>
<td></td>
</tr>
<tr>
<td>Robert Barnett</td>
<td>Cross-List Dean</td>
<td>Accepted</td>
<td>01-23-2014 01:05</td>
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<tr>
<td>Roy Barnes</td>
<td>Deans Office</td>
<td>Accepted</td>
<td>01-15-2014 08:43</td>
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<tr>
<td>Mary Jo Finney</td>
<td>Cross-List Chair</td>
<td>Accepted</td>
<td>11-25-2013 01:31</td>
<td></td>
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<tr>
<td>Karen Salvador</td>
<td>Requester</td>
<td>Accepted</td>
<td>10-29-2013 09:03</td>
<td>Original Request</td>
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<tr>
<td>Rhonda Broadworth</td>
<td>Previewer</td>
<td>Accepted</td>
<td>11-26-2013 09:11</td>
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### Accept or Reject request

- [ ] Analyze Problems (LO_02)
- [ ] Think Creatively (LO_04)
- [ ] Competent Written Work (LO_05)
- [ ] Visual/NonVerbal Tools (LO_07)
- [ ] Culture/Soc Structure/Phy&Nat (LO_08)
- [ ] Econ/Fin/QLit/HWB/Sci/tech (LO_09)
- [ ] Analyze Problems (LO_10)
- [ ] Nature of Citizenship (LO_11)
- [ ] Complex Issues (LO_12)
- [ ] Reflect Learning Processes (LO_01)
- [ ] Think Critically (LO_03)
- [ ] Respectful Careful Listening (LO_06)

### Reason

![Reason field](https://sis.umflint.edu/prod/zwcc_course_change.view_change)
"Request for General Education Designation" Response detail

Email: ksavaldo@umflint.edu

Course Title: Music In Early Childhood

Department: Music

Course Prefix: MUS

Course Number: 185

Distribution Area Requested: Fine Arts (F)

Rationale for Distribution Designation and Alignment of Outcomes with Distribution Designation

Background
MUS 185 Catalog Description:
Study of musical growth and development in children from birth through kindergarten. Techniques, materials, and methods for introducing music to children. Highly recommended for early childhood education concentrations. No prior music experience necessary. Also listed as ECE 120.

MUS 185 Course Goals (From F13 Syllabus)
1. Describe the stages of general, physical, and musical development in early childhood and apply this information to teaching in (and instructional planning for) early childhood settings.
2. Define the elements of music, identify them in aural examples, and design activities to help young children hear them.
3. Define the elements of movement (according to Laban), design creative movement activities and simple dance sequences to help children “musick” through movement.
4. Participate in and lead musical play with preschool children.

Rationale
Creation, re-creation, and study of musical creative processes: MUS 185 builds musical skills to help future early childhood teachers design and lead music and movement activities. To do this, students in MUS 185 listen to music and analyze its elements (e.g., melody, harmony, form, rhythm, expressive features). In the course of learning to listen for these musical elements, students create music and dance by singing, moving, chanting, and playing classroom instruments. Students practice and apply these musical skills by participating in and leading a weekly music class with preschool children.

Current and historical trends in culture: In MUS 185, students study the musical development of children from birth to age 5, so that they can effectively utilize music and movement in early childhood settings from infant nurseries, to preschools, to kindergarten classrooms. To that end, we study the role of music in culture as it pertains to parenting, the cultures of young children, and early childhood education as well as how the musical development of children relates to cognitive, social/emotional and physical domains.

Alignment of Outcomes with Fine Arts Distribution
#7 Use visual or non-verbal tools to decode messages fits naturally with “creating, re-creating and interpreting,” because music is a nonverbal artistic expression. Performing, studying, and teaching music requires decoding nonverbal information, as does examining music as a creative process within the lives and education of young children.

#4 Ability to think creatively is the essence of being an artist. Creative thinking guides the creation, re-creation, and interpretation of music, and informs the lenses through which we view music within a culture.
#1 Reflect on one’s own learning musicians, listeners, and those who teach music must be reflective practitioners. It is the nature of creating, re-creating, and interpreting that the listening or performance would not occur without analysis of strengths or weaknesses, and an examination of new insights gained.

Most important learning outcome:
7 - Use visual or non-verbal tools to decode messages

Narrative:
“Talking about music is like dancing about architecture.” Because music is an aural art form, it is often best taught through non-verbal means. Students in MUS 185 learn ways to teach musical concepts to children ages birth-5 through modeling, gesture, creative movement, and play. For example, students design creative movement activities to help children listen for a specific element of a piece of music (such as dynamics, tempo, timbre, or form) and demonstrate an understanding of how that element functions by “moving” it.

Furthermore, musical development is not typically demonstrated verbally (particularly not when the musicians in question are younger than 5)—it is best shown through the musician’s performance on a voice or instrument, and can also be demonstrated through creative movement/dance. In MUS 185 practicum, students participate in and provide opportunities for preschool children to respond individually and as a group by singing, playing instruments, chanting, and moving. Students in MUS 185 learn to interpret the musical behavior of young children so they can extrapolate the child's musical developmental level and make appropriate plans for instruction. For example, if children are not yet matching pitch with their voices, students in MUS 185 learn how to help them hear pitch and match their voice to that pitch through vocal play, hearing contour, and singing resting tone.

Assessment tools:
Midterm examination
Practicum Teaching
Peer Teaching

Second most important learning outcome:
4 - Demonstrate the ability to think creatively

Narrative:
Students in MUS 185 study the elements of music through listening, choreographed movement sequences [dance], creative movement activities, drawing, singing, playing instruments, and chanting. They then participate in similar activities alongside preschool children, before being asked to teach supervised segments in the practicum setting. Through readings and discussion of these activities, MUS 185 students are invited to think creatively about how to teach musical concepts and skills to young children, including the use of existing activities and the creation of new ones. Furthermore, students design creative uses of music and musical activities for learning in other domains (cognitive, social/emotional, and physical) for children ages birth-5.

Assessment tools:
Final Project: Lesson Plan Menu
Group Project: Music Integration Plan

Third most important learning outcome:
1 - Reflect on one’s own learning

Narrative:
Students in MUS 185 teach musical concepts to their peers and to preschool children. These experiences are accompanied by a reflective journal entry in which students (1) reflect on the strengths of their teaching, (2) discuss what they would do differently “next time,” (3) relate “lessons learned” in the context of their goals for the future (some students in this class want to teach early childhood, other students are in psychology, social work, other majors, or are undeclared).

Assessment tools:
Online Journals
Blogs and Blog Comments
Narrative:

Assessment tools:

Learning outcome:

Narrative:

Assessment tools: