

## MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | MUSIC & MOVEMENT FOR CHILDREN ECED 1306 | COURSE INFORMATION

### COURSE DESCRIPTION

This course is designed to have students acquire skills in order to plan and implement creative music and movement education experiences for all children from infancy through age eight including children with disabilities, delays, language and/or cultural differences.. Areas of exploration will include singing, listening to music, rhythmic activities, chants, creating music, using instruments with children, multicultural music, dance and movement, musical games, and using music spontaneously in the classroom. The main goals of the course are to develop an understanding of the importance of music and movement education experiences in an early childhood environment, the role that music plays in the growth and development of young children, and how these experiences can be creatively planned, implemented and integrated throughout the daily curriculum. All students will build a repertoire of music and movement education experiences.

*Prerequisite: As required by individual colleges*

**Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:**

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	<b>Young children's development of musical thinking and how they can create, perform, respond and connect to music.</b>	EI/ECSE Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c); CKC's Promoting Child Development and Learning, 1.A.1
2	<b>A variety of developmentally appropriate music and movement education experiences for all children.</b>	OSEP, Intervention and Instruction; EI/ECSE, Instruction; NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b; CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.3
3	<b>Their musical abilities and knowledge and how it affects children.</b>	OSEP, Supporting Social and Emotional Development; EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6c; (PS&C for ECE; Standard Six, Professionalism as an Early Childhood Educator 6d)
4	<b>The influence of music and movement activities that enhance cultural awareness for all children.</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3

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<b>COURSE OBJECTIVE</b>		<b>ALIGNMENT WITH STANDARDS</b>
<b>5</b>	<p><b>Fundamental music concepts as described in the National Music Education Standards.</b>  <a href="https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-PK-8-Strand.pdf">https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-PK-8-Strand.pdf</a></p> <p><b>AND: Connecticut Early Learning Development Standards, Creative Arts</b></p>	<p>OSEP: Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard 5, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC's, CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>6</b>	<p><b>The importance of providing a creative, non-judgmental, and supportive classroom environment that includes opportunities with music and movement materials and activities for all children including children with disabilities, delays, language and /or cultural differences.</b></p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development; DEC, Instruction, INS4 and Interaction, INT2; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, and Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1a and 1b; Standard Four, Using Developmentally Effective Approaches ,4a, and Standard Five, Using Content Knowledge to Build Meaningful Curriculum , 5a (PS&amp;C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Promoting Child Development and Early Learning, 1.A.1; Building a Meaningful Planned Program of Learning and Development, 3.A.3; Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>
<b>7</b>	<p><b>Teacher strategies which will facilitate musical growth through play for all children including children with disabilities, delays, language and /or cultural differences.</b></p>	<p>OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, &amp; Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>8</b>	<p><b>Engaging in singing experiences to support development of accurate, tuneful singing skills in children.</b></p>	<p>OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, &amp; Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>9</b>	<p><b>The emotional connection to music.</b></p>	<p>OSEP, Supporting Social Emotional Development; DEC, Instruction INS4; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&amp;C for ECE; Standard One, Child Development and Learning in Context, 1b); CKC's, Promoting Child Development and Early Learning, 1.A.1</p>

**Student Outcomes: Upon completion of this course, students will be able to:**

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
1	<b>Recognize and plan for the needs, interests, and capabilities of young children that relate to their development of musical thinking.</b>	EI/ECSE Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c); CKC's Promoting Child Development and Learning, 1.A.1
2	<b>Plan a variety of developmentally appropriate music and movement education experiences for all children.</b>	OSEP, Intervention and Instruction; EI/ECSE, Instruction; NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b; CKC's Building a Meaningful Planned Program of Learning and Development, 3.A.3
3	<b>Demonstrate their musical abilities and knowledge by being spontaneous, creative, and able to integrate music throughout the daily curriculum through singing, movement, and use of instruments.</b>	OSEP, Supporting Social and Emotional Development; EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6c; (PS&C for ECE; Standard Six, Professionalism as an Early Childhood Educator 6d)
4	<b>Use music and movement activities to enhance cultural awareness for all children.</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
5	<b>Implement a repertoire of music and movement activities for all young children that support their experiences with fundamental music concepts as described in the National Music Education Standards.</b>	OSEP: Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard 5, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC's, CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
6	<b>Create a classroom environment where all children including those with disabilities, delays, language and/or cultural differences are free to explore their voices and musical abilities both individually and in a group. This would include optimal opportunities with music and movement materials and activities.</b>	OSEP: Intervention and Instruction and Supporting Social and Emotional Development; DEC, Instruction, INS4 and Interaction, INT2; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, and Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1a and 1b; Standard Four, Using Developmentally Effective Approaches ,4a, and Standard Five, Using Content Knowledge to Build Meaningful Curriculum , 5a (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Promoting Child Development and Early Learning, 1.A.1; Building a Meaningful Planned Program of Learning and Development, 3.A.3; Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2

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	<b>STUDENT OUTCOMES</b>	<b>ALIGNMENT WITH STANDARDS</b>
<b>7</b>	<p><b>Identify and practice a variety of teaching strategies such as modeling, describing, and forming questions for children about the fundamental concepts of music and movement, i.e. rhythm, tempo, pitch, dynamics, melody, style, and timbre.</b></p> <p><a href="https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/#download">https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/#download</a></p>	<p>OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, &amp; Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>8</b>	<p><b>Teach and engage in singing activities that develop accurate, tuneful singing skills in children.</b></p>	<p>OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, &amp; Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>9</b>	<p><b>Discuss ways to support and develop children’s personal preferences and emotional connections to a variety of musical selections.</b></p>	<p>OSEP, Supporting Social Emotional Development; DEC, Instruction INS4; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&amp;C for ECE; Standard One, Child Development and Learning in Context, 1b); CKC’s, Promoting Child Development and Early Learning, 1.A.1</p>

**Course Content:**

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	<b>COURSE CONTENT</b>	<b>ALIGNMENT WITH STANDARDS</b>
<b>1</b>	<p><b>The development of musical thinking and how children create, perform, respond, and connect to music.</b></p>	<p>EI/ECSE Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&amp;C for ECE, Standard One, Child Development and Learning in Context, 1c); CKC’s Promoting Child Development and Learning, 1.A.1</p>
<b>2</b>	<p><b>A variety of developmentally appropriate musical experiences for all children.</b></p>	<p>OSEP, Intervention and Instruction; EI/ECSE, Instruction; NAEYC Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&amp;C for ECE, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
<b>3</b>	<p><b>Developing confidence in their own musical ability.</b></p>	<p>OSEP, Supporting Social and Emotional Development; EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6c; (PS&amp;C for ECE; Standard Six, Professionalism as an Early Childhood Educator 6d)</p>

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<b>COURSE CONTENT</b>		<b>ALIGNMENT WITH STANDARDS</b>
<b>4</b>	<b>Music and movement experiences that enhance cultural awareness for all children.</b>	OSEP, Supporting Social and Emotional Development; DEC, Interaction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
<b>5</b>	<b>Present a repertoire of music and movement activities for all young children that support their experiences with fundamental music concepts as described in the National Music Education Standards</b>	OSEP: Intervention and Instruction; DEC, Instruction INS4, Environments, E4; EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard 5, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC's, CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
<b>6</b>	<b>Explore and create music and movement environments that support children's voices and musical abilities both individually and in a group. Including optimal opportunities with music and movement materials and activities.</b>	Emotional Development; DEC, Instruction, INS4 and Interaction, INT2; EI/ECSE Using Responsive, Reciprocal, Interactions, Interventions, and Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1a and 1b; Standard Four, Using Developmentally Effective Approaches, 4a, and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Promoting Child Development and Early Learning, 1.A.1; Building a Meaningful Planned Program of Learning and Development, 3.A.3; Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2
<b>7</b>	<b>Planning, implementing and evaluating creative experiences across the Early Childhood Curriculum using the Creative Arts Early Learning Development Standards (E.L.D.S.).</b>	OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
<b>8</b>	<b>Singing experiences that will support the development of accurate, tuneful singing skills in children.</b>	OSEP, Intervention and Instruction, DEC Instruction, INS4; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions, & Instruction; Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4b; Standard 5 Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
<b>9</b>	<b>The emotional connection to music.</b>	OSEP, Supporting Social Emotional Development; DEC, Instruction INS4; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1b); CKC's, Promoting Child Development and Early Learning, 1.A.1

## **STANDARDS**

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

## **KEY EXPERIENCES**

1. Explore the developmental theories as they apply to music and how children develop musical thinking. (CO1)
2. Perform songs and/ or movement activities that teach fundamental music concepts. (CO 3,5,8)
3. Design music and movement environments that support all children's voices and musical abilities. (CO 1&6)
4. Design and use music and movement materials and activities. (CO 6)
5. Connect musical concepts such as rhythm, tempo, pitch, dynamics or timbre to a music/movement experience. (CO 5)
6. Present music and movement activities centered on various cultures for all children. (CO 4)
7. Design a web, using the Creative Arts Early Learning Development Standards (E.L.D.S.) integrating the learning progressions of music, dance and appreciation of the arts across the curriculum including differentiating for children with disabilities, delays, language and/or cultural differences (CO 7)
8. Plan developmentally appropriate music and movement experiences for all children including adaptation and accommodations for children with disabilities, delays, language and/or cultural differences using a variety of teacher strategies.(CO 2 and 7)
9. Explore the emotional connection to music through a variety of movement experiences. (CO 9)

## **RESOURCES**

### **Books**

- CTELDs: Connecticut Early Learning and Development Standards, CT. Office of Early Childhood *Supporting All Children Using the CT ELDS: A Guide to Domain and Strands*; CT. Office of Early Childhood
- Childcare Exchange, Curriculum: Art, Music, Movement, Drama, A Beginnings Workshop Book
- Fiestas: A year of Latin American Songs of Celebration by Jose-Luis Orozco
- De Colores and other Latin-American Folk Songs for Children by Jose-Luis Orozco
- CTELDs: Connecticut Early Learning and Development Standards, CT. Office of Early Childhood

*Supporting All Children Using the CT ELDS: A Guide to Domain and Strands; CT. Office of Early Childhood*

- Nurturing Creativity, Isbell, Rebecka and Yoss Iizawa, Sonia Akiko. NAEYC: Washington 2016 **ISBN:** 9781938113215 Spotlight on Young Children and the Creative Arts, edited by Derry Koralek, NAEYC
- Music and Movement: A Practical Guide for Teaching Young Children by Ellen Booth Church
- Childcare Exchange, Curriculum: Art, Music, Movement, Drama, A Beginnings Workshop Book
- Fiestas: A year of Latin American Songs of Celebration by Jose-Luis Orozco
- De Colores and other Latin-American Folk Songs for Children by Jose-Luis Orozco

### **Websites**

- An entire chapter entitled: Music and Inclusion  
<https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-11/>
- How to Set Up Your Preschool Music and Movement Learning Center  
<https://www.kaplanco.com/ii/preschool-music-movement-learning-center>
- Extension Alliance for Better Childcare  
<https://childcare.extension.org/fingerplays-and-songs-for-child-care/>
- Those are the National Association for Music Education standards for General Music.  
<https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

### **Videos**

- GoNoodle videos can be found at their website or on youtube for videos such as this one which gets children listening to a beat and moving in specific ways to that beat.  
<https://www.youtube.com/watch?v=3WnI4UNgSaY>
- There are several videos to help children do simple yoga activities. Here is just one. Yoga for Kids  
<https://www.youtube.com/watch?v=qIGRZS-YMw0&list=PLZS3MUjYqjUHCxHJUnzMsxwKyPyNXR3Fm&index=2>

### **Articles**

- It's a Snap! 4 Ways to Use Music With Special Needs Students  
<https://www.edutopia.org/blog/music-with-special-needs-students-michelle-lazar>
- Beyond Twinkle Twinkle: Using Music with Infants and Toddlers  
<https://www.zerotothree.org/resources/1514-beyond-twinkle-twinkle-using-music-with-infants-and-toddlers>
- Carnegie Hall: Why Making Music Matters  
<https://www.carnegiehall.org/Blog/2016/01/Why-Making-Music-Matters-Music-and-Early-Childhood-Development>

- The Feierabend Association for Music Education (FAME) was founded in 2012 to celebrate and share the unique teachings of Dr. John Feierabend with a wider audience of music educators.

<https://www.feierabendmusic.org/about/>

<https://www.feierabendmusic.org/resources/>

### Children’s Books

- Deaf Musician by Pete Seeger
- The Bremen-town Musicians retold by Ruth Belov Gross
- Let’s Get the Rhythm adapted by Anne Miranda
- Froggy Plays in the Band by Jonathan London
- The One-Man Band by Mildred Pitts Walter
- Sweet Music in Harlem by Debbie A. Taylor

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introduction and course overview			
2	<b>Why Include Music in the Early Childhood Classroom?</b> <i>*Theoretical connections to music development for young children.</i>	CO 1	Discuss the development of children’s musical thinking.	SO 1
3	<b>Concepts of Music</b> <i>*National Standards: Music Educators National Conference (MENC) Concepts of Music</i>	CO 5	Connect musical concepts such as rhythm, tempo, pitch, dynamics or timbre to a music/movement experience.	SO 5
4	<b>Developmentally Appropriate Practice (DAP)</b> Connecticut Early Learning Development Standards (ELDS) and Documentation and Observation for Teaching System (CT DOTS)	CO 5		
5	<b>Songs and Musical Experiences</b> for all children including children with disabilities, delays, language and/or cultural differences:	CO 2,3,8		
6	<b>Songs and Musical Experiences:</b> Music Across the Pre-School Curriculum for all children.	CO 2.3.8		
7	<b>Multicultural Songs and Musical Experiences</b> <i>*and its connection to cultural awareness</i>	CO 4	Present music and movement activities centered on various cultures for all children.	SO 4



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8	<b>Intentional Movement and the Emotional Connection to Music</b> Explore the emotional connection to music through movement experience.*	CO 2 & 9	Discuss supporting children’s personal preferences and emotional connections to music through movement.	SO 9
9	<b>Music and Movement Environments</b> Childhood Environment Rating Scale (ECERS) <i>*Explore and analyze examples of musical environments and materials for all young children.</i>	CO 6		
10	<b>Music and Movement Environments</b> Creating a Music and Movement Environment	CO 6	Design a music and movement environment.	SO 1 & 6
11	<b>Recycled Instrument Project Presentations</b> Explore and create movement environments that support children’s connection to music of all types.		Make Instruments	SO 6
12	<b>*Webbing Music and movement experience</b>	CO 2 & 7	Webbing	SO 2 & 7
13	<b>Learning Experience Plan</b> <i>*Learning Experience Plan Preparation (LEP) and developing teacher strategies.</i>	CO 2 & 7	Plan a Learning Experience Plan including adaptations and accommodations for children with disabilities, delays, language and/or cultural differences.	SO 1, 2 & 7
14	<b>Presentations of LEP</b>	CO 2 & 7		SO 2 & 7
15	<b>Music and Movement Presentations</b>	CO 3 & 8		SO 3 & 8

\*Key Experience

N.B. Key Experience One should be covered in multiple weeks throughout the course.