

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
 COURSE TO BE REVIEWED: January 2013  
*(four years after UPAC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 124	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Music in Early Childhood Education		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course is designed to promote personal growth in awareness, appreciation, and enjoyment of music. It includes an overview of music as it relates to children's concepts including timbre, dynamics, rhythm, tempo, and melody. Students will have the opportunity to explore theory and application in the areas of singing, instruments, movement, and listening.

PREREQUISITES: Admission to the ECE Certificate Program

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures:	<u>30</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	<u>10</u>	Hrs
Field experience:	<u>5</u>	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Yearly  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  Yes  No  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  Yes  No  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  Yes  No

Course designer(s): <u>Gwen Clarke</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder</u>	Date of meeting: <u>February 08, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Kalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Plan, implement, and evaluate a wide range of experiences for young children
- Explore the relationship of a centre's philosophies to their goals, population, and type
- Assess the environment of a centre and the children's responses to this environment
- Create daily program plans
- Develop a long-term plan for one cumulative theme
- Collect and organize curriculum resources
- Work collaboratively and participate co-operatively in whole-class activities and group work, as well as with individual projects
- Promote personal growth in awareness, appreciation, and enjoyment of music

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will include lectures, discussions, workshop presentations, individual research projects, and audio materials.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:*

Experiences in Movement                      Pica, Rae

Course Pack (songs, etc.)

**SUPPLIES / MATERIALS:**

Basic set of children's musical instruments

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

Assignments	50%
Mid Term	25%
Final Exam	25%
Total	100%

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

1. Development of a statement of beliefs and goals
2. Organization of curriculum resources
3. Development of daily program plans
4. Cumulative theme project
5. Planning, implementation, and evaluation of in-class and in-centre curriculum presentations
6. Individually-chosen focus for learning