

Course Title	Music In Early Childhood				
Course Code	MUE 300				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to familiarize students with current issues and trends in the teaching of music in early childhood. The course is designed in order to develop competent practitioners with the required skills and knowledge to foster musical activities among children from birth until 6 years				
Learning Outcomes	<p>Upon succesful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Describe and critically elaborate upon the importance of music to the social, emotional, kinesthetic, and intellectual development of young children. • Define and discuss basic theories of musical learning for young children. • Describe the musical activities used in early childhood music education. • Critically analyze and compare music curricula for early childhood music education at national and international level. • Distinguish the different methods and approaches of Dalcroze, Orff, Kodaly, Suzuki, Gordon et al. and select and adapt material and activities for early childhood contexts. • Identify ways to integrate music with other subjects of the early childhood curriculum. • Identify the criteria and the basic principles for effective music teaching in early childhood and evaluate music teaching in real early childhood contexts. • Devise educational material and design daily lesson plans for music teaching in early childhood contexts. 				
Prerequisites	MUE 100	Co-requisites	None		

Course Content	<p>This course combines the pedagogy for teaching and learning music with the current educational practices for early childhood. Through a critical examination of the issues and trends in early childhood music education, students will become familiar with materials, songs, activities and listening selections that are suitable for teaching music to young children. Active and meaningful participation in course activities, discussions and group projects is necessary for succeeding in the course. Class meetings will address the following topics:</p> <ul style="list-style-type: none"> ○ Why teach Music in Early Childhood? ○ The importance of music to the emotional, social, intellectual, and kinesthetic development of the young child. ○ Musical development of young children. ○ Critical analysis and comparison of national and international Music curricula for early childhood music education concentrating on various curriculum elements such as curriculum objectives, musical activities for early childhood, concepts/ skills and attitudes, evaluation etc. ○ Basic principles of Kodaly, Orff, Dalcroze, Gordon et al. and practical application of their methods for early childhood contexts. ○ Music and movement, singing, creative activities, instrumental performing, graphic scores and listening material and activities for children 3-8 years. ○ Setting the musical, psychological and educational environment in the classroom. ○ The theory and practice of integrating music into the early childhood curriculum. ○ Criteria and basic principles for effective music teaching in early childhood and evaluation of music teaching in real early childhood classrooms. ○ Development of lesson plans and supportive educational material for early childhood music.
Teaching Methodology	Face to face
Bibliography	<p>Burton, S. & Taggart, C. (2011). <i>Learning from Young Children: Research in Early Childhood</i>. MENC</p> <p>Feierabend, J.M. (2011). <i>Music in Early Childhood</i>. GIA Publication.</p> <p>Glover, J. & Young, S. (2018). <i>Music in the Early Years</i>. Routledge.</p> <p>Gordon, E. (2013). <i>Music Learning Theory for Newborn and Young Children</i>. GIA Publication.</p> <p>Reynolds, M. A., Valerio, H.W., Gordon, E.E., Taggart, C. (1998). <i>Music Play: The Early Childhood Music Curriculum Guide for Parents and Caregivers</i>. GIA Publication.</p>

	<p>Taggart, C., Reynolds, A., Valerio, H.W., Bailey, J., Lange, M. D. & Gordon, E. (2009). <i>Jump Right In: Kindergarten Teacher's Guide Book</i>. GIA Publication.</p> <p>Young, S. (2018). <i>Critical New Perspectives in Early Childhood Music</i>. Routledge.</p>								
Assessment	<table border="1"> <tr> <td>Examinations</td> <td>50%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Assignments / Observation</td> <td>40%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examinations	50%	Class Participation and Attendance	10%	Assignments / Observation	40%		100%
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Language	English								